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**An Analysis of Parental Involvement in Primary and Secondary
Schools and Their Role in Supplementary Schools.**

By

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**Thesis submitted for Ph.D. to The University of Warwick, Department of
Education.**

August, 1989

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»

DEDICATION

This thesis is dedicated to my wife

Saratu A. Yunusa

and children

and

Yohanna Adamu

ABSTRACT

This study analyses the roles, responsibilities and functions of parents in the education of their children. Parents are found to be involved in classroom-based as well as non-classroom based school activities. A sample of 5 headteachers, 35 teachers, 45 parents and 12 parent governors was selected in exploring parental involvement in schools. Parental involvement was also examined in four supplementary schools. The views expressed by parents, teachers, headteachers, parent governors and the organisers of the supplementary schools were analysed. Parental involvement was found to have been in practice for over two decades or so, recent development such as the 1986 Education Act and the 1988 Education Reform Act have brought in parents to be more responsible and more aware of their roles in the education of their children than before.

Parental involvement has been examined as a model, having a set of four activities - accountability, partnership, supportive and advisory. Having looked at these activities closely, it is argued that accountability and partnership tend to play a more dominant role than supportive and advisory activities. This is because accountability and partnership permeate most activities of parental involvement. The views expressed by parents, teachers, headteachers and parent governors as well as the organisers of the supplementary schools, supported this view. A theory of conflict and integration was examined, which also showed that if there is objective accountability and partnership, and both parents and teachers see each other in this partnership with respect, then accountability will bring about mutual relationship, hence, making conflict gives way to integration of ideas, experiences objectives and methods. However, parental involvement practices have been found to be of benefit to the child, parents, teachers and the community in immeasurable terms. A prominent area that has shown such immeasurable benefit has been in reading which were done either in the school or at home by parents, organised and supervised by teachers. In this particular area, there has been much more research than in any other area of activity of parental involvement.

The aspect of governing bodies has recently tended to deflect the attention of professionals, school administrators and educationists from other areas of parental involvement processes. It is however, enlightening parents on their roles and responsibilities for their children's education.

PART ONE
INTRODUCTION AND LITERATURE REVIEW

CHAPTER ONE

INTRODUCTION

The Theme of the Study.

This study focuses on "An Analysis of Parental Involvement in Primary and Secondary Schools and their Roles in Supplementary Schools", bearing in mind the various perspectives and the theory of conflict and integration as guiding factors in exploring this topic. As well as exploring the theoretical perspectives of parental involvement outlined in Chapter Two, the study will also demonstrate that parents have three basic roles to play in the lives of schools. Firstly, parents are considered as supporters of schools and education in general, mainly through PTAs; secondly, as teachers, through their involvements in the classroom and the curriculum; and thirdly, as managers through school governorship. The practical involvements of parents can therefore be summarised as: i) supportive, ii) pedagogic and iii) managerial which are explored in chapters 5 to 7 and further discussed in chapter 8. In view of these three principal roles of parents in the education of their children, four areas of involvements have been explored. These areas are:

- i) Parent-Teacher Associations (PTAs)
- ii) Parent participation in the classroom
- iii) Parent Governors
- iv) Supplementary Schools.

The four areas are chosen from over 30 different areas of parental involvement, because they cover most of the parental involvement practices in schools that the researcher wanted to explore. Furthermore, these areas are not unique to British schools but are worldwide. For example, PTAs are common parent organisations found in almost every country and are prominent ways in which parents can become involved in the education of their children. PTAs are also organisations that have long been recognised by schools. Parental participation in the classroom and parent governors are however new developments in

education which have come to the forefront within the last two decades, and which are taking stronger grounds in the educational system and in schools in Britain with legislative backings such as the 1980, 1981 1986 and the 1988 Education Acts. In looking at Supplementary Schools, this study is unique in the sense that it looks at the role of ethnic minorities in parental involvement outside mainstream education. Although supplementary schools are not unique in the British educational system, but they provide common focus for ethnic minorities in Britain, Australia and the United States of America (USA), where ethnic minority parents are actively involved in their children's education.

Parental Involvement as a theme of this study was chosen therefore because of its educational interest and importance in the present educational climate. For sometime now relationships between parents and teachers have been an object of concern for government, schools and parents. Governments, educationists, interested organisations and individuals have for sometime proclaimed the importance and relevance of parents being involved in the education of their children. Parents want to know what goes on in the school their child attends; the government wants parents to be more aware of their role in the education of their children, and teachers are opening their schools for parents and welcoming their resources for the benefit of the children and the school at large. Furthermore, the government recognises that legislation has an important role to play in the management of relations between schools and homes.

The improvement of parental involvement is now seen as a task for the education service as a whole. From the researcher's experience, it has now become very common for teachers to express that their schools have very good parental involvement programmes and practices. The researcher being a teacher and from a developing country where PTAs have been the most common form of parental involvement, sees the development of parental involvement in the various phases as a challenge and a task to be explored. The beneficial aspects of it can then be employed as a useful guide towards developing similar involvement in Nigeria which may also help to raise the falling standard of education. The role of parents in the

educational development of children has long been voiced in Nigeria by State Governors and educationists, particularly when discussing the problem of falling standard of education. But there has not been any practical step to see what parents can do to improve the situation.

It is mainly the parental involvement programmes and practices which are designed to strengthen and enhance parental role in education seen in schools that buttressed the researcher's interest in taking up parental involvement as a theme of this study. However, the difference between this study and other studies on parental involvement is that while others were based in Britain with the results applied to British schools, this study, though based in Britain like the others, expects results to be applied to the Nigerian situation and in Bauchi State of Nigeria in particular. Various factors such as environmental, societal, governmental and professional need to be considered in putting these into practice therefore. On the other hand, any findings in this study can equally be applied to British schools where they are relevant. In view of the fact that the study is to be applied to the Nigerian situation, it will be relevant to briefly discuss the Nigerian educational system and the level of parental involvement currently in practice.

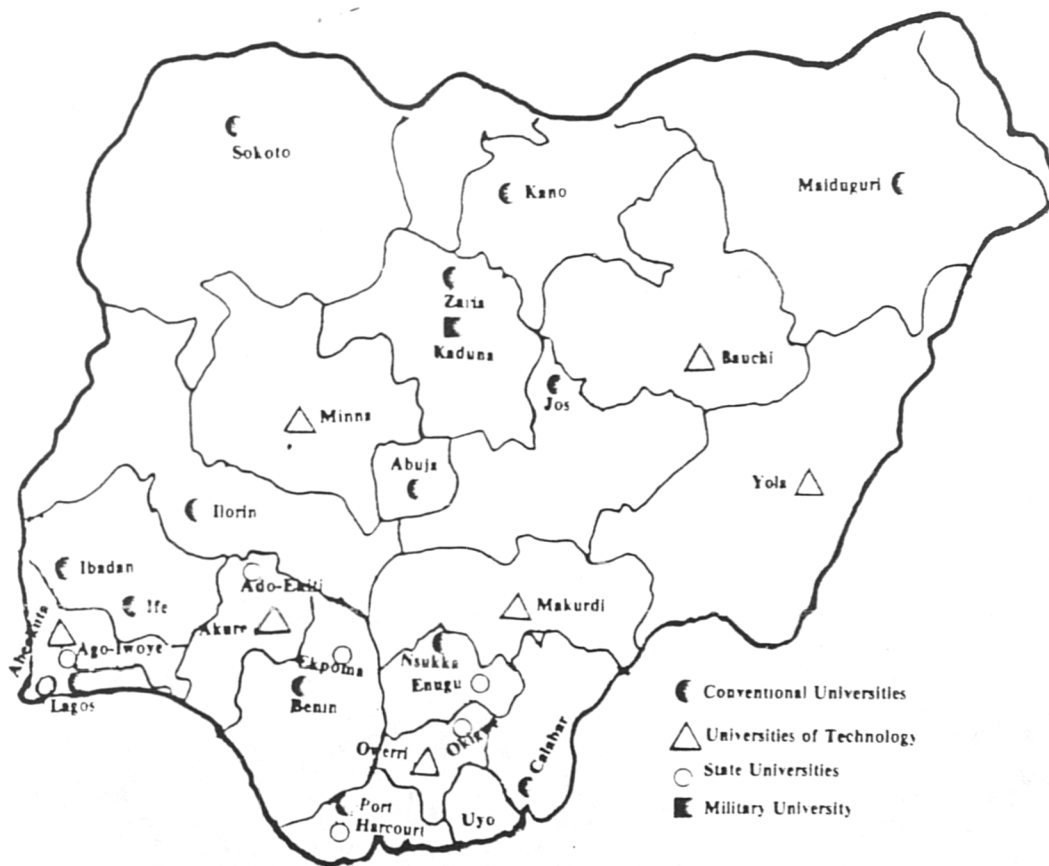
A Statement on Nigerian Educational System

At present, the Nigerian educational system is based on a new national policy which came into effect as from September, 1982, during the civilian administration. The system has been popularly known in Nigeria as the 6-3-3-4 educational system. This means, six years of primary education, three years of Junior Secondary School (JSS), three years of Senior Secondary School (SSS) and four years of university and other higher education forms such as, polytechnics, colleges of education or similar institutions. However, in some institutions, the duration may be less than four years, for example, in colleges of education and polytechnics the length of some courses may be two or three years depending on the type of course.

The senior secondary school is also divided into three sections, depending on the child's interest, ability and aptitude. The senior secondary school (general) prepares the child for general education which may lead him/her to a university, polytechnic or college of education. The second section is the senior secondary school (teacher education) which prepares the child for the teaching profession although the child may change to another option of higher education other than teacher training. The third is the senior secondary school (technical) the purpose of which is to prepare children for technical education.

Education provision in Nigeria is a shared responsibility between the Local, State and Federal Governments. Primary education is the responsibility of Local Government while secondary and higher education come under both State and Federal Governments. Both State and Federal Governments each have the right to establish and run secondary school and higher education. However, the State Government have more responsibilities for secondary education than the Federal Government. On the other hand, higher education is more under the Federal Government. For example, the Federal Government has at most two secondary schools and at least one, in each state of the federation, while the rest of the secondary schools in each state are maintained by that State Government. Whereas, of the 30 universities in Nigeria, 22 are controlled by the Federal Government, (including a military university) and eight were established and controlled by State Governments. Figure 1 shows the distribution of universities in Nigeria. Each state has at least one university, except the two new states - Katsina and Akwa-Ibom. There are also primary and secondary schools which are privately owned by voluntary organisation and individuals with higher school fees. Most state secondary schools are tuition free, except where nominal boarding fees are charged. For example in Bauchi State a boarding fee of N50 (approximately £4.20 i.e. £1 = N12.0) and a refundable caution deposit of N20 is charged, whilst a caution deposit of N10 is charged in day-schools. However female education is free, the only payment is the refundable caution deposit. All Federal Government secondary schools charge fees but these are comparatively lower than the private schools. In most cases these private schools do not receive financial grants from either the Local, State or Federal Governments.»

Figure 1 Map of Nigeria Showing University Locations



Although the new policy was meant to improve the educational system and make children benefit more than in the past, no specific parental roles were included in the policy. Parents are still seen as on-lookers in the education of their children. However their contribution through the PTA is appreciated in addition to buying uniforms, exercise and text books and some other essential items. These used to be provided by the government, but due to the economic situation, they now have to be provided for from parental contributions, although they are not part of the national policy.

Sample Schools

The study centred on five mainstream state schools in Coventry and Solihull and consisted of two primary and three secondary schools. In addition, four supplementary schools were incorporated into the project. The schools in Coventry are not different from any others in England and Wales, as far as the educational system is concerned, but the reason for the choice was easy accessibility since the researcher was based in Coventry. Furthermore, Coventry has been involved in projects on parental involvement in education. A popular project which has gained publicity is the Coventry Community Education Project (CEP), which involved twelve primary schools, a nursery centre and a comprehensive and community school (Macleod, 1986). Coventry, unlike some of the other twelve local education authorities that took part in a Community Development Project (CDP), has sustained innovation and given it a paramount place within its educational services, despite all political changes. This shows the commitment of Coventry to parental involvement projects and the importance attached to it. It also shows that parental involvement has no political boundary. Coventry is therefore unique in the area of parental involvement projects because of the council's supports and initiatives as illustrated by Widlake and Macleod (1984) in their study on the Coventry project:

"The nature of its origin, its endurance over more than a decade, the consistency of its stated objectives and the steady support it has enjoyed from the Education Committee, all these factors make the CEP a very unusual institution in English education" (p 3)

The choice of Coventry schools is therefore very relevant to this study since parental involvement is not seen as a new area. In fact, it is a place to gain experience. The description and location of the sample schools are discussed in the later part of this study.

Although the sample schools and the field work in this study are based in Coventry and Solihull references from time to time are made to Bauchi State. This is in the effort of relating parental involvement activities in the United Kingdom (UK) to Nigeria's situation, particularly in PTA activities. The study is not a comparative one however, but evidence from Nigeria and Bauchi State are cited from the researcher's experiences to support some ideas and views. There was therefore no particular field work carried out in Bauchi State. The researcher's experience is based on his working in the Ministry of Education in Bauchi State from 1981 to 1986. Within this period the researcher was involved with secondary schools in the state, dealing with teachers, parents, students and the community. PTA meetings were attended both as a ministry official as well as a parent. However, parental involvement have not been an educational topic for discussion in Nigerian schools as such there were no significant studies closely related to it.

Aims of Parental Involvement

Parental involvement practices are repeatedly mentioned in many studies and in ongoing discussions as ingredients needed for educational excellence (Gotts and Purnell, 1987). Recent studies by Bastiani (1987, 1988) Hannon and Jackson (1987) and Watson, (1988) indicate the benefits of parental involvement in children's educational attainment. Parental involvement activities have been found to affect children's achievements, attitudes and aspirations in a more positive direction. The aims of parental involvement can be classified into three main areas as they relate to the participants and the main beneficiaries. The aim related to the child, the aim related to the parents and the aim related to the teacher.

a) The aim related to the child:

- i) improved educational attainment particularly in reading programmes where much evidence has been shown (Hannon, 1986, 1987 and Hewison, 1982)

- ii) improved motivation as shown by Hannon and Jackson (1987) and Epstein (1987).
 - iii) greater self-esteem as illustrated by Stone (1985) and Jones (1986) in their studies on supplementary/alternative schooling.
 - iv) positive attitudes towards school (Hannon and Jackson 1987).
 - v) recognising the value and worth of parents as educators with the teachers. The child sees the school and the home as both places for learning and cooperation.
 - vi) reinforcement of social awareness.
- b) The aim related to the parents.**
- i) recognition of self-worth in contributing with the teacher in the education of their child as found by the researcher during observation of two parents in classroom activities (reading).
 - ii) an understanding of the school aims and methods as they discuss curriculum matters and general education policies. These discussions are usually arranged by the school PTA as witnessed twice by the researcher.
 - iii) modification of inhibiting attitudes towards education and school.
 - iv) reinforced social awareness of their role in the community.
- c) The aim related to the teacher: It brings about:**
- i) improved communication with parents, particularly through PTA or similar associations where they exist. Others through their open door policy for parents.
 - ii) knowledge of parental expectations and aspirations of their children.
 - iii) some knowledge of the child's home circumstances and background information about the locality and the community, and how this can help the child.
 - iv) opportunities to work in harmony with parents and reduce tension and conflict between them.

While recognising the aims of parental involvement, it is also vital to recognise the educational advantages for the child of all participating groups. This is why the aims related

to the child are considered first in the process of parental involvement. However, in considering the aims of parental involvement, the researcher also considered the aims of the study on parental involvement.

The Aims of the Study.

One of the aims of the study will be the possible application of the findings of the research to the educational situation in Nigeria with particular reference to Bauchi State. The researcher hopes that the outcome of the study will prove to be a useful ingredient in the initial explorations of involving parents in schools in Bauchi State in addition to usual involvement through PTAs.

The aims of the study are to:

1. Define the nature of parental involvement in schools.
2. Analyse the extent of parental involvement in schools.
3. Examine the areas of cooperation between parents and teachers.
4. Identify parent and teacher perception of this cooperation.
5. Analyse the roles of PTAs in schools.
6. See whether roles of PTAs are considered significant and accepted by schools (i.e. teachers, governors, pupils).
7. Examine the role and functions of parent governors, particularly in relation to other parents.
8. Examine the role of supplementary/alternative schools in the educational, cultural and religious achievements of minority children, as well as facilitating their ethnic languages.
9. Examine the extent of parental involvement in a developing country like Nigeria with special reference to Bauchi State, and relate to other spheres of parental involvement in developed countries such as the UK.

These aims are explored in the four areas of the study discussed in chapters 4 to 7 and as shown in the sequence of the thesis in the following section.

Sequence of the Thesis

The Thesis is presented in chapters under which there are sections. Chapter one introduces the topic of the study, looking first at the theme of the study, the aims of parental involvement itself and the sample schools. The discussion on the importance of home/school contact and the aims of the study follow on in this chapter. Furthermore, there is the discussion on the population and sample for the study, the hypotheses, data collection, method, questionnaire and the rationale for the study. In Chapter Two, a Theoretical Perspective of the study is discussed, looking firstly at what theory is and then exploring the theory of conflict and integration and then finally the examination of some of the theoretical perspectives which relate to the study.

The review of relevant literature is one of the important chapters in this study. In the literature review in Chapter Three, relevant studies on parental involvement are examined. Some studies of prominent parental involvement advocates were explored; in particular, the work of Epstein (1987), MacGeeney (1969), Bastiani (1983, 1986 and 1987) and Hannon (1986, 1987). Several works of Sallis (1978, 1983, 1987), were very inspiring and encouraging. Although the literature review was broad, it remained bound within the frame of the study. While having an overview of the theme, the main review was centred on the four areas of concern i.e.

- Parent Teacher Association
- Parent Participation in the school/classroom
- Parent Governor
- Supplementary schools.

The section on PTA comprises a review of studies showing the significant role and contribution of PTAs in schools. It also examined the supportive role of PTAs particularly the material and financial contribution. PTA, however, was found even in the review to be the major method of parental involvement in education in the developing countries. Payne

and Hinds (1986) demonstrated this. The review on parent participation reveals the roles that parents play in schools and classroom activities. The Coventry CEP (Macleod, 1985 and Widlake and Macleod (1984) and the "Booked by Dorset" as was highlighted by the British Association of Early Childhood Education (BAECE) annual conference in Bournemouth in May 1987, have been cited as practical examples of parent participation in the classroom. Other examples from the researchers observations were also cited where parents were observed participating in some classes in primary schools in reading and in art and craft as well as in libraries. The review also looks at the beneficial aspects of the involvement.

The remaining two sections of the chapter are on parent governors and supplementary schools. The role and function of these are reviewed. The educational system of England and Wales cannot be properly understood without the exposition of school governors in the sense that governors are integral parts of the school administration, particularly now that they have every legislative backing in the management of schools. In the Nigerian situation, and in Bauchi State, there are School Advisory Boards whose work is similar to the governors but with less power, and involvement. As the name implies, the function of the board is purely advisory. It is only when there is a problem in schools such as student disturbance that the Advisory Board is called upon. Membership of the Board is drawn from within the Community and must include a parent. The guidelines for the membership are however drawn out by the Ministry of Education. The school then looks for particular individuals who fit the criteria. The School Advisory Board is the immediate authority to be contacted by a school in time of trouble before the matter reaches the Ministry of Education. Although the functions of the Advisory Board is limited in the sense that their role is not as wide as school governors, as such, they do not get involved in the life of schools in terms of management and the curriculum. There are however, similarities with school governors in England and Wales, for example advisory work and school discipline. There is therefore some relevance in looking at parent governors in this study, since some aspects of it could relate to those of the Schools Advisory Board in Bauchi State.

In a multicultural and multi-racial society like Britain the quest for British Education is of as paramount importance to the ethnic minorities as to the Ethnic majorities. The concept of supplementary schooling may generate a debate as to whether it is supplementary or alternative schooling; but the main concern is however, the effect of parental involvement can have on the education of children be they in mainstream or supplementary/alternative schools and with the notion that parental involvement makes a valuable contribution to the education of children within the educational system of England and Wales. The relevance of supplementary schools to this study centres on the way ethnic minority groups see these schools as a means for their involvement in education. It is revealed in the review that the objectives of the schools vary according to the ethnic groups. For example, the objectives found by the Afro-Caribbeans were quite different from those of Asians. The supplementary schools explored in this study were found to be in two main categories. They are: a) *Academic* and b) *Cultural Identity* types. Cultural Identity type schools are favoured by Asians because the emphasis is on language, religion and culture which are not generally taught in mainstream schools. Afro-Caribbeans, however, favour more academic schools since they generally consider that mainstream schools are not doing enough for their children, hence supplementary/alternative education needs to be given.

Due to the dynamism of the subject, relevant literature is always available and very current, new materials and research appear almost everyday. Recent areas of concern include, Ready (1988) who examines parental involvement from the point of view of whether it is a help or hindrance; Bell (1988) "Parents as Partners" who examines projects involving parents working with children and teachers, both in and out of school, Woods (1988) who looks at a strategic view of parent participation; and Goode (1987) who views parents as educators, considering the various roles of mothers and fathers in their child's education. The exposition available from the example cited above and from others contained in the review of literature is that parental involvement is an important contributor to a child's education while at the same time being of benefit to all involved in the process i.e. children, teachers, parents and the community in general.

Having reviewed the relevant literature, the views of parents, teachers, headteachers and parent governors needed to be considered. The research methods used for this included questionnaires, discussion, interview, observation and attending conferences and seminars. The observation was carried out on parents participating in reading programmes in the classroom and those running library services. Interviews were conducted with parents, teachers, headteachers, parents governors and school administrators. Contact was also made by letters with other establishments and associations, such as the National Foundation for Educational Research (NFER), National Children's Bureau, (NCB), National Confederation of Parent-Teacher Association (NCPTA), Advisory Council for Education (ACE) and the Times Educational Supplement (TES) in order that additional information on parental involvement in education could be obtained (see Appendix K). The data was statistically analysed by the use of computer. A discussion of the analysis follows in subsequent chapters. Chapter 4 analyses the data on supplementary schools, looking at their objectives, and types, as well as the main contribution they make to children's education. Chapter 5 discusses the analysis of the data on PTA, outlining the main background of the sample schools in relation to the catchment areas, the type of houses and the ethnic groups of the children. The views of headteachers, teachers and parents on the role and function of PTAs is also analysed and discussed. In Chapter 6, the actual participation of parents in the classroom is discussed, here again considering the views of headteachers, teachers and parents. Various forms of parental involvement are also analysed.

Chapter 7, the final analysis chapter, discusses the role and functions of parent governors exploring the place of parent governors, how parent governors see the 1986 Education Act and their new improved role in the government of schools. At the time of data collection and analysis, the new governors who were due to operate the 1986 Education Act had yet to be fully involved in their new roles as governors and parent governors. The views and reactions of parent governors on the practicalities of the 1986 Education Act will however form a topic for future study.

The concluding chapter of this study discusses the evidences that came out of the data analysis. It looks at the findings from each chapter of the analysis and draws out a conceptual model for the study. The model drawn out is a parental involvement model which consists of four elements and these are:

- Accountability
- Advisory
- Supportive
- Partnership

Although these elements illustrates the integration of parents' and teachers' views about parental involvement, there are still areas of conflict for example, in the area of curriculum and management where teachers tend to adopt a defensive stand. The area of PTAs and parental involvement in the classroom and the curriculum causes less conflict however, because whatever goes on in the classroom and the curriculum is normally at the discretion of the teacher and/or the headteacher. Furthermore, such involvement is under the teacher's supervision and guidance, be it in the school or outside it. The PTA is even more under the mercies of the headteacher since he/she is the one to allow its formation and/or disband it if he/she wishes to do so, particularly when it is felt that it may be a threat to the school authority. There is still evidence (found by the researcher in this study), that many schools do not have PTAs, but have parents involved in many other ways in their schools; the Plowden Report of 1967 and Cyster et al (1979) for example found that most schools did not have PTAs, although the situation has since changed greatly. The advisory, supportive and partnership roles are therefore played reciprocally between teachers and parents. Each side sees one another as allies in the education of the child, hence, views about parental involvement are understood and integrated. Partnership with parents does not mean however, that the professionals involve the parents in schools on their (i.e. parents) terms but on the understanding between both that they are working together for the child. The involvement of parents in whatever capacity in the school does though enhances and protect the good image of the school.

In the accountability element, the areas of conflict are more glaring than in the other areas., particularly between the teachers and the governors. Teachers see governors as being imposed on them by legislation since they have no say as to who should be a governor and how many governors they could have in a school. This is because, the legislation (1986 Education Act) has set out how many governors each school should have according to the school population, in which case, the teacher or the headteacher has no say in the number of governors or who and who should not be elected/nominated/coopted. The headteacher has however the option of becoming a governor, but whether or not he/she is a governor he/she has to attend the governors' meetings. Governors' are now given powers and responsibilities by the 1986 and 1988 Education Act and Education Reform Act respectively which teachers have to comply with. The articles and instrument of government lay down the specific responsibilities of governors, teachers, LEAs and the DES without necessarily consulting teachers. This is unlike the other areas of parental involvement in which the teachers decide on who should be involved and what responsibilities should be shared with the parents. However, the essential function of governors is to improve and protect the interests of the school, and to be a link between the school and the community (Mahoney 1988).

The conflict becomes even more intense when teachers have to be accountable to non-professionals and lay governors at the schools. Other than the normal accountability of teachers to parents as consumers, they are now required to hold annual meetings, report to parents and account for their stewardship. Both governors and parents are assumed to be lay people in education, and yet the professionals are to be accountable to them. Teachers therefore, feel very suspicious about the motives behind recent changes in education (Mahoney 1988). They after all trained as professionals, only to be "supervised" and accountable to laymen in education. The increased powers of the central government and governing bodies is another worry for teachers, in so far as they are concerned about their status in the middle. The question of new powers and responsibilities of governors seem to bring out more confusion as expressed by Mahoney:

"It would be pleasant to think that a period of calm lay ahead as a result of the 1986 Education Act, but the early indications are that this piece of legislation, like its predecessors, has not been tightly enough drawn, leaving too much confusion as to powers and responsibilities in such areas as control of the curriculum, so that there is still scope for tension and uncertainty" (p 231).

Parental involvement can thus cause conflict in terms of roles, power and responsibilities, especially as the interests of the parents may not always coincide with the values of the schools, where there is communication and dialogue which helps parents and teachers to understand and accept one another's points of view, the child's education becomes the central issue for concern and understanding; confusion and conflict will therefore be diminished. The curriculum and management of school areas which involve governors, seem however, to be more sensitive and a potential cause of conflict. Any new change is however fraught with difficulties but particularly when it has to do with professional status and is seen as a threat to people's managerial positions. It is hoped however, that the areas of conflict will soon be understood and that problems will be eliminated thus enabling children and the education service in general to benefit from the outcomes.

Accountability, advisory, supportive and partnership roles are considered to be the bedrock of parental involvement. Different groups of parents, either as organisations or as individuals play one or more of these roles in various capacities, with the exception of parents governors whose roles and responsibilities are legislated however, all other forms of parental involvement are at the discretion of teachers and headteachers. An understanding between home and school can encourage parental involvement for the benefit of the child therefore.

Home/School Contact.

The child is the common focus of contact between home, school and community. The child is the main concern of the school, and as a ward of the parent in the community, the child becomes the link between the home, school and the community. The main effort of these three agencies is to see that the child receives better education and becomes a useful member of the family (home), the immediate community and the society at large. The child can have the benefit only through a harmonious operation and cooperation of the three agencies. One

of the commonly accepted and fundamental suppositions underlying the acceptance of parental involvement evidenced by various researches and studies in education is that parental involvement in the child's education positively affects children's performance in the cognitive and affective domains (Cyster et al 1979, Barth 1980, Hewison 1982, Haskins & Adams 1983, Cullingford 1984, Kanji 1984, Comer 1986, Tomlinson 1984, and Watkins 1987).

Studies carried out in the United States of America (USA), France and the United Kingdom (UK) and the other countries of European Communities (Macbeth, 1984, Sellick 1985, and Beattie 1985), have all provided evidence that parental involvement in education has a great effect on children's performances in schools, particularly in reading and mathematics (David 1982, Haskins & Adams 1983, Bartlett et al 1984, Hannon 1986, Boland & Simmons 1987, Hannon & Jackson 1987, and Merttens & Vass 1987). The link and cooperation between school, home and the community provides an invaluable resource to the educational development of the child. In this study, the community involves not only parents, but all those around the locality in which the school is situated. The process of formal education of the child is assumed to be the professional preserve of the teacher, hence teachers adopt the crucial role of being in "loco parentis". With societal changes and educational advancement and awareness, parents want to give assistance within the capabilities of their skills, provided the teachers accept such assistance from willing parents. While some teachers may be enthusiastic about greater parental involvement in schools, more often, they view the prospect with caution, they view parental involvement as a threat to the teaching profession (McGeeney 1969, Cyster et al 1979, and Sandow and Stafford 1986).

Teachers also see parents as lacking in professional skills to participate in the formal education of the child in the classroom, since they may not be trained for this purpose. While there is widespread resourcefulness amongst parents, these resources are not tapped to the benefit of the child (Marland, 1985). The researcher's preliminary formal and informal discussions with several teachers and headteachers revealed certain degree of apathy and

cynicism about parental involvement in schools. This attitude is confirmed by Tomlinson (1984) who suggested that teachers had mixed feelings about parental involvement, and that they wanted to defend their professional integrity from what they saw as parental amateurs. The day of "parents not allowed beyond this point" signs may have been taken down, but the message in some schools is still there as pointed out by Sallis (1978).

The sign on some school gates is now "Parents are Welcome", as noted by the researcher during a visit at the entrance of one of the primary schools in Coventry. This was written in several languages to take account of the multiethnicity of the school population. Parents feel welcome at any time. In addition to the welcome, the school provides a "Parents Room", where parents can meet each other. Although parents are now welcome in most schools, it is basically on the terms and conditions of the teachers, since they are the ones who work with the parents. Two decades ago parents had very limited access to schools, this is still the case in some developing countries like Nigeria. Tomlinson, (1984), has highlighted that home-school relations have never figured large as a priority in British education. Indeed very little is known about the purpose and effectiveness of home-school contact. Within the last decade however, the situation has changed drastically in developed countries like the UK and the USA as well as other European countries. Parents are now allowed in and their participation and involvement in the various spheres of the school activities is accepted and appreciated as an educational resource. This is particularly so in primary schools where parents have been involved in assisting teachers in the classroom, on class trips, class parties, library duties, in the playground, in computer laboratories and several other related activities.

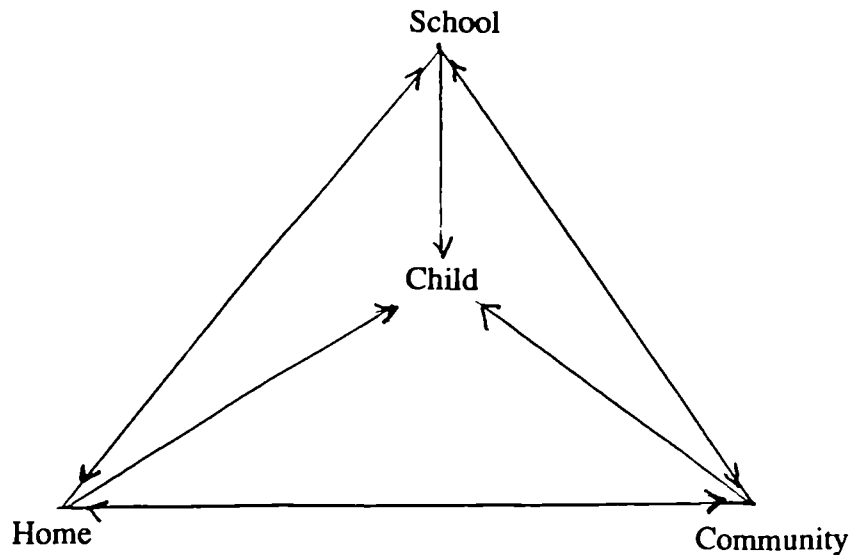
At the early primary school stage the link between child and parent is still very strong and close. Parents bring their children to school and take them back after school hours. The researcher observed parents in the classrooms working with teachers and in the libraries in some of the primary schools visited. A sense of community, human enrichment, friendship, fellowship, and mutual respect was witnessed as teachers, parents and the community at large were seen working together. This sense of cooperation and collaboration enables the child to

benefit more fully from his/her exposure to education. Parents really do not want to interfere in the professional job of teachers in the schools as pointed out by Bruce (1987). According to Bruce, parents are not teachers by training, nor do they wish to be. They only want to help in the educational development of their child.

The parent is emotionally linked to the child and is prepared to go to any lengths for the child. It is suggested (Bruce, 1987), that there is need for parents and professionals to build on specific observations. The professionals can help parents to look in more detail at what their child can do. This helps teachers and parents to work together for the benefit of the child. Teaching is still the preserve of teachers. Parents want only to know what is being done in schools and the reasons for it, so that they may assist the teachers to see that their offsprings get the maximum benefit of the educational experience to which he/she is exposed. Legally, schools exist because parents have a statutory duty to educate their children as stipulated by the 1944 Education Act (Section 36). Parents are to cause their children to receive efficient education suitable to their age, ability and aptitude, and to cause them to attend school regularly. Teachers are to receive children and impart knowledge to them. Both parents and teachers therefore, have legal responsibility for the educational development of the child. Many teachers fear however, that parental involvement and greater access to school in the process of the child's formal education leads to parental interference (McGeeney 1969, Cyster et al, 1979 and Sandow and Staford, 1986).

The link between the home, the school and the community can be viewed as a triangular interactive social relationship as illustrated in the diagram in Figure 2.

Figure 2. Triangular Model of Home, School and Community Interactive Social Relationship



In this model the child in the centre of the triangle is the recipient of the outcome of the social interaction between the three main organs. While the child derives the educational benefit, the parents, teachers and members of the community also benefit from this relationship through the process of social and cultural replication as a functional unit of the nation

Most parents are interested in the welfare and development of their child, but unless they understand what goes on in their child's school, they can not provide informed support and cooperation with the school (Tanner 1968, and Tomlinson 1984). As soon as the child steps into the school, a relationship is established between the child, the school, the parent and gradually the community. However, it should be noted that the relationship between the child and the parent is established as soon as the child becomes a living being in the mother's womb (Kanji 1984). The parent, particularly the mother assumes to know much about the child. If this knowledge is cooperatively and collaboratively tapped it will continue to enhance the child's development and academic achievement in school as expressed by

enhance the child's development and academic achievement in school as expressed by Rutherford (1979) who said that the promotion of student achievement can be improved through teacher-parent cooperation. The importance of the much talked about school-parent and community relationship is the promotion of educational achievement. By coming together, parents bring to teachers information about the child which can be invaluable in improving the continuity of the child's learning experiences. Parental involvement is therefore seen as a forum where parents and teachers team up for the education of the child.

What is Parental Involvement?

Parental involvement in schools comprises many aspects and lacks a common distinctive definition (Marland 1985). Parental involvement means different things to different people. To some, the term means the active presence of parents within the school. This could be helping in the classroom, making and mending books in the library, or helping on trips. To others, it may mean cooperation, collaboration and partnership between teachers and parents, or even imply that parents are involved in the management and decision-making processes of the school policies. Few however, understand it as little more than parents being energetic and generous in raising funds for the school, such as the PTA (Marland 1985). Because of its various component parts, parental involvement may be better described through its functions rather than giving it any restrictive definition. In whatever way parental involvement is viewed, the important aspect of it is for parents to be allowed to participate in the educational process of the child. Long (1986), believed that the finest school would be even finer if it acknowledges the powerful contribution of parents, however little that contribution might be.

In discussing parental involvement, researchers have generally treated various aspects of the involvement in order to have some in-depth exploration rather than cosmetically discussing the whole concept. Green (1985) in his study indicated that it would be beyond the scope of any study to attempt a detailed consideration of each one of the ways in which schools seek to involve parents. Fox (1979), Arnold (1982), Bastiani (1983), and Hannon (1986), discussed different phases of parental involvement in schools. One particular form of

parental involvement, *Parents in Schools* seems to have gained increasing popularity in the recent years, however (Green 1985, Comer 1986, and Merteens, 1987). Parents have been found to be involved in schools mostly through PTAs but even this involvement varies from school to school as do PTA activities which are dependent upon the initiatives of the headteacher and his relationship within the community. Other phases of involvement include parent evenings, home visiting, introductory school visit, social activities, school-home communication, parents in class, homework, curriculum discussions etc. While some schools may welcome almost all aspects of parental involvement, others may welcome just a few. This depends on the headteacher. Others may not even welcome any parental involvement at all. Similarly, the level of involvement among parents varies. Some parents may be involved in more than one way, such as being in the school PTA, attending parent evenings, and participating in the classroom, while others may not be involved in any one way. This could be due to time factor, parental diffidence or apathy. It may not necessarily be lack of interest in the child's education however. There are then various groups of parents who have to be considered when discussing parental involvement; whichever group they fall into however, they are all interested in the education of their children. They all also have emotional, psychological and biological relationship with their children which should also be taken into consideration. Chris Athey, (Bruce, (1987) postulated the following typology of parental involvement:

- Parents who recognise or try to extend the learning of their child.
- Parents who are eager to work with teachers in the classroom in ways which may not even fit in with the teacher's methods.
- Parents bodily in the school, but not active in the classroom.
- Parents whose main contact with the school is bringing and fetching children, and perhaps attending parents' evening.
- Parents who do not bring children to school or seek contact with school.

Involvement may also vary from one locality to another, and from primary to secondary school. In looking at parental involvement through the four areas of activities, some hypotheses are put forward for exploration.

Hypotheses:

The following themes are explored in this study.

1. The Parent-Teacher Association, one of the various constituent phases of parental involvement in schools, make no significant contribution in the day-to-day running of schools.
2. In the present educational development, most parents show no significant interest and readiness to be involved in the school programmes which would benefit their children.
3. In the present outcry for parental involvement in the school activities, headteachers and teachers do not give significant opportunities for parents to be involved in the education of their children.

The following non-statistical hypotheses are stated in some question formats which are explored.

1. Do parent governors who are usually elected by parents of registered children of schools, have any significant roles and functions to play in the life of the schools?
2. Do supplementary schools make any significant contribution to the academic, religious, cultural and language development of minority children in mainstream schools?

Population and Sample

The target population in this study comprises parents, teachers, parent governors and headteachers of two primary schools and three secondary schools. The population of the supplementary schools are the heads of the schools. The parents, teachers, and the parent governors comprising both males and females of the different ethnic groups in Coventry. The headteachers, however, happened to be all males. This was not by design but a coincidence. All the three secondary schools, one primary and the four supplementary

schools were in Coventry. The other primary school was located in Solihul which borders the Coventry area. The selection of the schools was based on the need for multicultural and multiracial diversity in a situation of similarly diverse socio-economic and socio-cultural factors, focusing on the primary and secondary phases. It was also by design that there would be two schools in the urban area (one primary and one secondary) and three in the suburban area (one primary and two secondary schools), so that parental involvement could be seen from the urban and suburban perspective.

While questionnaires formed the basis to the collection of data, interviews and observation techniques were also used. The interview was unstructured so as to give room for elaborate discussions. The observation was mainly of parents who were involved in hearing children read in the class, and in libraries, particularly in the primary schools. The observations were followed by some short interviews with the parents and the teachers who were involved in classrooms hearing children read. The main evidence collected through the questionnaire was the views of parents, teachers and headteachers, about parental involvement particularly in the classroom/curriculum, the PTA and the parent governors. The data was collected between November 1987 and March 1988. The interviews and observations were however a continuous process. Other procedure used in gathering information included attending seminars, workshops and conferences as well as contacting organisations concerning parental involvement in schools, (see Appendices J & K). The areas of Coventry covered in the study included Hillfields, Wyken, Gosford Green and Coundon. The main method of data collection was by the use of questionnaire which was designed to collect information from parents, teachers, headteachers, parent governors and organisers of supplementary schools.

The Methodology of the Thesis:

The methodology used in this study is discussed under the following topics:

Population

Type of sampling plan and sample size

Type of Instrument:

- Questionnaire,
- Interview and
- Observation

Statistics used

Sampling Plan and Sample Size

The sampling plan used in the study was the non-probability and non-random type. It was non-probability because the probability of selection was not known since the selection of the respondents namely the parents and the teachers, was done by the headteacher. This method is often referred to as opportunity or convenience sampling, in which the nearest individual who can serve as respondent is chosen. This method was preferred because the researcher could not have direct access to the respondents at the outset of the study. The sample was non-random in the sense that the sampling of the schools was based on preliminary contact with the Coventry LEA and in particular with the head of the Minority Group Support Services (MGSS) who was conversant with the schools. The size of the population of parent and teachers from which the sample was drawn was not originally specified so the sample size was not pre-determined. This is a legitimate strategy for drawing up opportunity based sampling plans (Black and Champion, 1976). However, initial discussions with the head/deputy heads of the sample schools helped in determining the population and sample size of the respondents.

The choice of sampling method was between a random and an opportunity type. In this study the latter was used instead of random sampling which involves getting a complete list of the population. As Cohen and Manion (1980), pointed out that getting such lists is not easy because they are not always readily available. In this study getting the list of parents was not possible because headteachers were not ready to release such lists, as they are considered confidential. In the case of the teachers, the headteachers were ready to assist in giving out the questionnaires to their teachers but would not provide staff lists, nor would they give the researcher full access to all teachers in order that they may be interviewed or the questionnaire

administered. Opportunity sampling was therefore found most appropriate for use in this study by the researcher. The opportunity sample in this study consisted of teachers, and parents. Once the schools and headteachers had been chosen, the parent governors were easy to identify, since there were only two per school at that time. There was no need, therefore, for sampling from each school. The sampling of the teachers, parents and parent governors was conducted through the headteachers.

Non-probability sampling, such as the type employed in this study are quite common in social science research as Cohen and Manion (1980) have shown. For instance, quota sampling (i.e. choosing a number of the sample population with specific characteristics such as age, sex, or social class); purposive sampling (where the researcher handpicks the cases to be included in the sample for the study, and is based on the researcher's judgement of their typicality); dimensional sampling, (a refined way of quota sampling, which involves identifying various factors of interest in a population and obtaining at least one respondent for every combination of those factors) and snowball sampling (identifying a small number of individuals who have the characteristics that the researcher requires. The use of each of these sampling methods depends on the type of research and the researcher's resources. However, these sampling methods were not found to be appropriate for use by the researcher, because the respondents were not able to be handpicked as in the purposive sampling type, neither were the respondents based on specific characteristics such as age, sex, or social class, nor were they based on various factors of interest in the population. The main criteria were that the respondents were all parents and teachers. The opportunity sampling method was therefore preferred to the other possible sampling methods because it involved the headteachers who knew the parents and the teachers, as well as the governors.

The total sample size targeted was 106, but when the questionnaire was distributed, there was a good return of 87 which was finally used for analysis, a response rate of 82.07 per cent. The breakdown was as follows: five were given for headteachers and all were returned completed, 16 for parent governors of which 12 were returned, 35 for teachers with 100 per cent return

* These people
are then used
as informants
to identify
those who
qualify for inclusion
and these, in
turn, identify
for others -
hence the term
snowball
sampling.

and 50 for parents out of which 45 were returned, and the five that were not returned were from one school. The researcher made several attempts by going to the school but could not succeed. The return rate was however, very good, although this can be attributed to the method of distribution of the questionnaire which was through the school authority.

The breakdown was as follows: five were given for headteachers and all were returned completed, 16 for parent governors of which 12 were returned, 35 for teachers with 100 per cent return and 50 for parents out of which 45 were returned, and the five that were not returned were from one school. The researcher made several attempts by going to the school but could not succeed. The return rate was however, very good, although this can be attributed to the method of distribution of the questionnaire which was through the school authority. There is no clear-cut and rule for *a correct* sample size as pointed out by Cohen and Manion, (1980). The size of a sample depends upon the purpose of the study and the resources available to the researcher (Cohen and Manion, 1980, Gay, 1987 and Ary et al, 1972). Cohen and Manion suggested that a sample size of 30 would be considered by most researchers to be the minimum number of cases required for statistical analysis however, representativeness is by far the most important consideration for selecting a sample (Ary et al 1972). This sample was representative of the various target population. Furthermore, the sample considered for analysis was much above the minimum range and gave the correct representative views and opinion of the population under survey. However, in order to understand the concern of children about their parents' involvement in their education particularly in school, a sample of children would have been preferred, but because the researcher had already taken the parents, teachers and headteachers it was felt that including children would be too much in one study like this. It is therefore recommended for further research in the conclusion of this study.

Type of Instrument:

After determining the population and sample for the study, an appropriate instrument for data collection was identified. It was decided to use a questionnaire because of the researcher's initial expectation that personal contact with respondents might probably be difficult to

arrange. This expectation would have been accurate in the researcher's own country. He also recognised that because he came from a different ethnic background it might be difficult to develop a sufficient understanding of the system in the early stages of the research to arrange such interviews. Entry into the system was a perceived problem. However, in the process of the data collection, the researcher found that some respondents were ready to be interviewed and observed in the classroom. This opportunity was therefore used in informal interviews (informal because the interviews were not pre-arranged but came up as a result of the observation. These could well be termed opportunity interviews) and observation of parents in the classroom listening to children read in one section of the classroom while the classteacher continued with her normal lesson. The researcher was allowed to sit with the parents involved in the reading programme and observed what was going on.

The instrument basically used therefore, was the *questionnaire* coupled with interviews and observation; though the latter were used sparingly. The questionnaire method was found to be more appropriate for the collection of data because it has the advantages of low costs, time and labour (Nisbet and Entwistle, 1970). The interview is costly because the researcher has to spend much more money in terms of transport, time and labour than in preparing and administering a questionnaire. In the interview method, the researcher has to travel to meet the respondents individually at their residences or at appointed venues, while with the questionnaire this is minimised to a great extent. The interview does have the advantage of enabling the researcher to probe into responses to ensure that respondents are doing more than giving the answers that they think the interviewer wants to hear. The selective use of interviews and observations enabled the researcher to take account of this major weakness in his main research instrument. Furthermore, the use of the questionnaire meant that sensitive issues could be dealt with in the research, while the respondents could remain anonymous. There is however, the main weakness of the questionnaire is the danger of a low response rate. This was not encountered by the researcher, because the method used in distributing the questionnaire through the headteachers helped to eliminate this weakness.

There are also the weaknesses of having a range of possible interpretation of questions, because the same questions may have different meanings for different people; and often too low a percentage of response and return. The type of questionnaire used in the study was the 'closed' type. Generally, questionnaires are either 'open' or 'closed'. A question is closed when the respondent is offered a choice of alternative answers, such questions may offer simple alternatives such as YES and NO as the case in this study or they can offer something more complex, such as giving more alternative (multiple choice) or even asking reasons for answering YES or NO. The open or free-answer questionnaires have no alternative choices, the answer has to be fully recorded (Oppenheim, 1966). The advantage of the open type of questionnaire is the freedom that it gives to the respondent. It is also easy to ask, but the disadvantages are that it is difficult to respond and difficult to analyse. On the other hand, the closed questionnaire guide the respondent's answers and do not require extensive writing. The limitations are a possible lack of spontaneity and expressiveness on the part of the respondents. The main limiting factor in the closed response questionnaire is that the researcher gets exactly the type of response put forward to the respondent, i.e. either YES or NO. In this case any personal view of the respondent is concealed. Asking reasons for responding YES or NO would have revealed some personal views and opinions in this study but because the questionnaire was designed to be impersonal and dealt mainly with factual information, reasons were not asked for responding YES or NO. The important benefit from this questionnaire (closed) formulation used by the researcher is that both possible responses YES and NO are explicit (Bell et al, 1984). Again the interviews and the observations, together with an analysis of documents produced by the schools and the LEA helped to provide more detailed evidence where required.

Statistics used

The statistics used in the analysis of the data are mainly the Chi-square (X^2) table, which was used for test of significance of the hypotheses, whether a hypothesis would be rejected or accepted, percentages to determine the rate of responses either YES or NO and see the leanings of the respondents on each question, standard deviation and variance showed whether the scores were close or spread, close scores reveal consensus and spread scores

shows lack of it. The statistical analysis was done by using the SPSSX computer system. The analysis involved determining the distribution and frequencies of the responses recorded from the questionnaires which were coded and programmed. In coding the questionnaire, the researcher coded the YES response as 1 and the NO response as 2. After coding the responses, value and variable names were also given to all the items used in the questions, such as variable names for the items, and value names for the schools, parents teachers and such information like relation to child and marital status. The coding was done for the use of the computer analysis. The programming was done at the Computer Centre and the researcher was given a user name and a password so that he could work out the types of statistics required for analysis from the computer. From this programme design the researcher worked out the frequencies of responses, and all other statistics used in the study.

Data Collection Procedure.

Self-developed questionnaires were used in the collection of data (see Appendix A). The questionnaire was delivered to the headteachers by the researcher. The heads/deputy heads assisted in the distribution of the questionnaire to the parents, teachers and the parent governors who were the respondents to the questionnaire. The sample parents and teachers were purposively selected by the headteachers/deputy headteachers after discussing the questionnaire with the researcher. The questionnaire was divided into three sections for heads and parents, while that for teachers was in two sections. The sections for the heads and parents were:

- Parent-Teacher Associations
- Parent participation in the classroom/curriculum
- Parent Governors

The questionnaires for the Supplementary Schools were restructured since the information required was quite different due to the fact that it dealt with non-state schools whose function is different from Mainstream Schools. The section for teachers comprised the first two sections above. All the questionnaires were returned to the headteachers after completion

and then collected by the researcher. Respondents remained anonymous however, for the purpose of confidentiality.

The type of questionnaire used was the fixed type in which alternative responses were provided. In this study the responses provided were "YES" and "NO" (see appendix A). The fixed response type was used because:

- It was easy to score and code, and the data was much easier transferred from the questionnaire to the computer for analysis.
- It alleviates the need for self expression
- It facilitates completion of the questionnaire.
- It improves the reliability of the questionnaire.

The introductory part of the questionnaire asked for facts rather than opinion, that is items such as age, teaching experience, sex, relationship to child i.e. father/mother etc.

The Pre-Test.

The questionnaire was pre-tested before final use. The pre-test was carried out on some postgraduate students who were headteachers, deputy headteachers, teachers and parents. Although, this method may not be the best way to determine potential weaknesses and flaws in the instrument, but in view of the limitations of time and resources it proved very practical and realistic. From the responses, the questionnaire length, wordings and relevance as well as meaningfulness of certain items were improved upon and modified.

Conclusion

In this chapter, the main background of the study is discussed and argued, with reference to the significant role of parental involvement in the educational development of the child. It has also focussed on the nature of home/school contact, the aims of parental involvement and the aims of the study looking at the relationship between the school, the home and the community as they relate to each other, and to the child. Involvement in primary and secondary schools is examined, and the differentials in the extent of the involvement

outlined. The sample schools, population and sample respondents are also discussed together with methods of data collection and analysis. The subsequent chapter deals with the theoretical perspective of the study, but before analysing the theoretical perspectives, a brief discussion of "what is theory" and how it is applied to education and parental involvement in particular is made. Brief reference is also given to educational theory since the study itself is educational in terms of teaching and learning and involves teachers, parents and children. In order to understand the application of theory to the study, the "Theory of Conflict and Integration" was derived which looks at how the development of parental involvement has moved from initial conflicts of interests and views between teachers and parents, to integration of these interests and views, which enables them to work together as partners in the educational process. However, the areas of conflicts can not be assumed to be completely flushed out, particularly with the Educational Acts of 1986 and 1988 which have given parents more say and power in the running of schools, and left the teachers feeling that their professional status is being eroded.

The conflict and integration theory used here, gives an objective view of parental involvement illustrates that the whole process is not a smooth and indeed a complete success, and that there are still areas to be worked on for the improvement of parental involvement in schools. There is therefore no complacency at the present stage of parental involvement. In the theoretical perspectives discussed, four perspectives were identified which were considered to form the basis for the study. However, one of the perspectives drew all the others together and showed that all parental involvement takes place either in the school or within the home and the community. This study is concerned however, with the activities that take place in the school in both mainstream and the supplementary schools.

CHAPTER TWO

THEORETICAL PERSPECTIVES OF THE STUDY

What is Theory?

Before discussing the theoretical perspective of parental involvement it is relevant to consider briefly what theory is and how it can be applied to this study, in relation to education. Theory as a term can be applied to various disciplines, such as philosophy, educational psychology, psychology, sociology, social sciences, mathematics, science, medicine, politics etc. In each discipline it may carry a different meaning as it applies to a specific situation. In everyday talk, it may be used to cover a number of different, though related situations. According to Wallace (1969), a theory in its most minimal and unqualified sense can be taken to mean any set of symbols that are claimed verifiably to represent intelligibly specified classes of a phenomenon and one or more of its relationships. In another view as discussed by Moore (1974), theory refers to an attempt to explain how things have come to be as they are and what is likely to happen in the future. For example, according to Moore, population tends to increase more rapidly than food supplies; certain social consequences would follow therefore, if the two rates were not brought articulately into line. This theory is at least partly predictive in so far as it is an attempt to explain what might be expected to occur, such as famine and disease. There are however, various factors which affect food production such as insufficient rainfall, deteriorating soil fertility, drought and over flooding, which have not been taken into consideration.

Moore, again talked of theory as a contrast to practice e.g. an apprentice carpenter thinks of theory as what he/she does at evening classes, as distinct from what he/she does during the working day. The theory being what he/she learns on paper, whereas the practice involves the actual use of materials and tools. Similarly, the teacher may think of what is learnt during

the training compared to what actually goes on in the classroom. Ryan (1970), however, saw theory as essentially instrumental and as a good means for linking together statements about observation to other statements about observation. Others (Hirst 1983), see theory as concerned with achieving rational understanding - a set of systems of rules or a collection of precepts which guide or control action of various kinds. O'Connor (1957), defined theory to mean a general conceptual background to some field of practical activity which is usually to some degree unified and systematic, so that parts of the theory are logically related to other parts. While Newsome Jnr. (1971) has it that theory is a set of ideas so related to each other that they account for, or explain a set of facts.

In view of the preceding definitions by different people, it can be seen that there are various factors that inform how theory is defined. The discipline, the situation, the era and the differences all make it difficult to give a clear cut definition to theory. O'Connor has pointed out that theory has no one definitive meaning. In spite of this however, theory fulfills three functions (O'Connor 1957): - descriptive, prescriptive and explanatory, all of which are interrelated. There exists also a basic link which is a reference to a body of knowledge or belief, (Moore, 1974). For example, the carpenter, in the earlier example, doing theory on paper, acquires knowledge which explains the functioning of chisel and drills. It is this body of knowledge or belief that is the basis of an attempt to explain some state of affairs, past, present and future. The same can be applied to this study - trying to explain parental involvement in relation to what has already been done (the literature -past), what is presently going on (the field-work, - present), and the prospects of parental involvement in the near future (findings - future). The nature of theory is therefore its capacity to explain the basis behind some assumed belief or knowledge i. e. what happened, has happened or is likely to happen. Fundamentally then, the term theory is but an instrument for reason, explanation and prediction. It is applied in this study, for the reasoned explanation of parental involvement and to predict possible future developments.

Having briefly discussed various definitions of what theory is, it is of relevance to look at theory as it applies to this study. The use of theory in this study will therefore be in terms of educational theory. Educational theory is primarily practical and involves getting something done (Moore 1974); i.e. changing attitudes and behaviour of people, usually children. The task of the educationist or the teacher is therefore to get something done in the world of school as well as society. Educational theory is also a guide for educational practice; its function is primarily prescriptive and recommendatory. Educational theory, further tries to explain what should be done. Newsome Jnr. (1971), also believes that educational theory is concerned not only with what exists but even more so with what ought to exist. It would seem then that educational theory also varies in concept depending on who is theorizing; the educational psychologist will theorize in terms of learning situations i.e. learning theories consisting of conditioning and cognitive theories; the educational manager may theorise in terms of the management of schools, i.e. management theory; the researcher however, wants to look at theory which is educational and involves both learning and management. The theory applicable to this study is that of *Conflict and Integration* derived from Dahrendorf's (1969) theory of social conflict. According to Wallace (1969), every society experiences social conflict. This conflict could be exogenous which is brought upon the society from outside or endogenous which is generated from within the society.

Conflict and Integration Theory

The theoretical view considered here makes this study unique in the sense that most theses have paid very little or no particular attention to the theoretical aspect of parental involvement. This study therefore looks at a theory which is applicable to parental involvement. Dahrendorf (1969) examined the theory of social conflict, looking at variations, limits and goals, and then applied it to industrial enterprise, the conclusion was that a conflict of interests between managers and workers was structurally unavoidable. In the industrial enterprise, conflict sometimes leads to strikes. Unlike Dahrendorf's industrial conflict, the researcher is interested in looking at "Conflict and Integration" theory as it applies to education and in particular, parental involvement. In the theory of social conflict,

there is usually friction between the ruled and the rulers in a given social structural organisation, i.e. the managers and the workers in industrial organisations. However in the educational *Conflict and Integration* theory there may be visible frictions which may lead to strike as in the industrial enterprise, for example, strikes by teachers against DES decisions or by parents in protest of their children's placement in schools, as happened in Dewsbury in 1987 when parents of 26 children had a clash of interest with the LEA as to which school their children should attend. Conflict is part of any social set-up. In this study the focus is on the relationship between teachers and parents. This may be viewed in terms of professionals, verses layman/women or in terms of home and school, but what is conflict and how does it affect the school system as a social institution.

Notion of Conflict Theory

Conflict in its broadest sense is associated with the cause of social change. Cohen (1967) argues that if there is consensus in society, and, if the various sectors of the society are integrated, then there is little pressure for change. It is therefore assumed that change must be due to conflict between groups and/or between different parts of the social system. Conflict may be of various kinds and it may be limited and regulated. For example, when two individuals compete peacefully for the control of limited resources, it is seen as a competition rather than conflict. When they have conflicting interests and haggle over the terms of an exchange, then it is termed bargaining (Mitchell, 1968). The degree of conflict gives it varying meanings. Conflict Theory emphasises that there may be conflict within an institution and between institutions and that the regulated and peaceful processes may give way to open and non-peaceful conflict (Mitchell, 1968). However, the conflict theory referred to in this study is the peaceful conflict which involves parents, and teachers but having shared interest and holding some objectives in common.

Conflict perspectives offer a view of society split essentially into groups or classes whose interest collide. For example, in societies where there are deep divisions between regional, ethnic or racial groups, there may be, according to Cohen (1967) little possibility of

promoting economic development or welfare policies or even educational developments. Cohen, has pointed out that there is no society whether changing or static which does not have conflict of some kind or another, hence there is no case of social, economic, cultural and educational change which is not associated with conflict in some way or another. Thus, the conflict image of society is one of a continuous struggle between different social groups whose divergent sectional interests create divisive conflicts rather than stability and consensus (Haralambos, (1985).

The absence of conflict can therefore be surprising and abnormal. Indeed, we may have good reason to be suspicious if we find a society or social organisation that displays no evidence of social conflict. In the conflict perspective, people can be identified with differing concerns pursuing their own interests. Conflict denies the existence of society as a thing and treats it as being made up of individuals, groups and classes each with needs, interests and goals of and their own, which they strive to achieve. Cohen (1968) has pointed out that all human action is directed to the attainment of goals and that goal-orientation is simply a defining quality of action. For anybody to be motivated in doing anything, the person must have goals and seek to reach it (Cohen, 1968). It is the effort of the individuals or groups in trying to achieve different goals that brings about social conflict. There are conflicts between men who contend for positions and between the powerful and the less powerful over scarce resources and different interests. However, the use of conflict in this study does not refer directly to struggles between powerful competing groups at a social level. Rather, it focuses on more limited conflicts over the best ways to ensure that children obtain maximum advantage from their schooling. For example, parents and teachers want to do different things with the child. The teacher may perhaps wish to further the intellectual development of the child by vigorous measures, while the parents may resist, because they have before their eyes the whole child and would not like the child to be unhappy in such vigorous exercise (Waller, 1967. Some parents have difficulties in arriving at a rational attitude toward the school program, hence, the conflict. Furthermore, the teacher may desire the

scholastic welfare of the child even at the expense of other aspects of the child's development, the parents on the other hand may take a stand for a more harmonious development

While there are conflicts between groups and individuals within the society, there are also conflicts in terms of roles played by groups and individuals. This is referred to as "role conflict". In parental involvement, role conflict can occur from both sides, parents as teachers and teachers being in "loco parentis". Teachers and parents coming together may resolve such role conflict. Teachers face a conflict between expectation that as a teacher, he/she should treat all pupils alike, impersonally according to standard rules. The other expectation is that as a parent he/she should show affection for children and, as a teacher, know each of them and treat them as individuals (Sugarman, 1968).

This is a great task for the teachers playing the role of a parent as well as a teacher. Treating school children as individuals and knowing them by character is what is normally expected of the teacher but in practice, children are given almost equal treatment particularly in the classroom. There are cases where children are treated with special consideration for instance because he/she has some special handicap. Teachers are, however, to play the dual role of being parents and teachers. This expectation has ever since been one of the roles of teachers. Parents also see teachers as playing this role however.

Although conflict seems to be part of life, it also contributes to the integration of social systems. It reinforces norms and bring to life, it is not always disruptive because conflicts cross-cut one another and do not pose a threat to any political order or policy making (Rex, 1981). Conflict therefore, lends itself to an analysis of the content of education. According to Waller (1967), various conflict groups attempt to use the schools for passing on their truth to the unbiased younger generation. Various groups such as professional reformers, political parties, moralists, labour unions, and a host of others as listed by Waller (1967) all have, in one way or another, sought to influence the school curriculum, the composition of teaching staff and the method of instruction. Education is an important agent of social control and

integration in so far as it is involved in both the creation and transmission of values and in the institutionalisation of knowledge which maintain the social order. However, schools are obviously major agencies of cultural preservation and transmission (Cotgrove, 1967), hence they are also major agencies of conflict since the schools have children from various cultural backgrounds in such a multicultural society as Britain. What is usually taught in schools involves selection from the sum total of culture (Cotgrove, 1967). Some items of the culture are emphasised at the expense of others, some interests prevail while others do not. Thus conflict is endemic in the process of education.

The concept of conflict discussed and analysed by different social scientists is seen as integral to society. Schools are part of the society and, there are significant references to conflict in the school as a social institution (Waller, 1967). Thus, conflict can be regarded as inevitable in schools not least because children are legally required to be there. Such compulsion can generate hostility and conflict. In schools there are children, parents, teachers, the community and the authority (could be local, state or central government). Each has a vested interest in the school and education, but their interests may well be different hence conflict is bound to arise. Conflict is seen as mechanism for social change (Wallace 1969). Conflict should, however, be understood as struggles among social groups, in order to achieve their desired goals, since every social group has a set goal to achieve. The social groups can be based on sex, social class, ethnicity, etc., all having different goals. In this study, conflict is identified as a struggle between professionals and laities, that is between teachers and parents. Not that these groups have significantly different objectives since the objective of both teachers and parents is to see that the child benefits from the school. The conflict is about the extent to which professionals should allow laymen/women (parents) to participate in the process of achieving the educational goals of the school. Although conflict is perceived as existing mainly between professionals and laities, there are also conflicts between parents and children where interests may vary. While parents' foresight may match with teachers', children may have their own quite different interest. In this regard, parents are looked upon to provide support for both children and teachers, while parents support the

teachers' educational objectives, teachers also support the parents' interest in children's education. Therefore, though conflict may be inherent in school, but integration of objective and ideas may also be inevitable, especially when teachers and parents see the child as the main focus of attention.

Within the context of schooling, teachers, parents, headteachers and governors may associate as members of interest groups. Conflicts arise when different groups or individuals have different ideas and interests. When there are different groups and interests, then there will be interest groups, and interest group ideas may come into conflict. Groups are made up of people in regular contact, or communication and possessing a recognizable structure (Dahrendorf, 1959), but there are other portions of the community which have no recognizable structure, whose members have certain interests or modes of behaviour in common, which may at any time lead them to form themselves into definite groups. On the other hand, interest groups are groups in the strict sense of the sociological term, and they are the real agents of group conflict. They have a structure, a form of organisation, a program or goal, and a personnel of numbers (Dahrendorf, 1959). Interest groups developed from the fact that people cannot achieve their goals without the cooperation or at least dependability of others (Cohen, 1968). When individuals have common goals, then they can form interest groups in order to work together to achieve the desired goals. When circumstances arise which may alter the goals, then the group may break up and other interest groups formed or there may be disorder and conflict which may follow, until in time, the need for new goals is developed. Interest groups are not necessarily conflict groups but they may well seek to exert political or educational influence without being either a political party or a part of government. They are independent of government control (DeFleur, et al, 1976). DeFleur et al, have pointed out that not all interest groups can be active all the time, so parents, teachers or governors may not always act in concert, but they may combine to act as an interest group on specific issues, the forming of a supplementary school, for example.

Interest groups may be divided into two according to Cotgrove (1967). These are protective groups which defined some interest in society such as trade unions and professionals associations and promotional groups which seeks to promote a cause such as the campaign for Nuclear Disarmament. The PTA, PA, Friends of the school, and other parents organisations may be more like promotional groups than protective groups since they are not long term, multi-issue associations. They may work to assist such long term protective groups however. PTAs, Friends of the school, Parent Associations and similar associations are all interest groups. It is when the ideas and objectives of the school tend to deviate from what the interest groups have as their goals that there is conflict. However, interest groups are not synonymous with conflict but conflict can arise between and among interest groups.

In the context of parents/teacher relationship or home/school contact, there has been the distinction between "them" as the teachers and "us" as the parents which could be seen as interest groups in the school; this has been one of the fundamental experiences of most parents in the educational system. It therefore appears that this distinction is intimately connected with the unequal distribution of power and knowledge as well as belief. While the professionals (i.e. teachers) have the belief that they are in *Loco Parentis* and that the education and responsibility of the children is left to 'them', while they are at school, parents were discouraged from interfering in whatever went on in the school. When parents become more aware of their responsibilities and development in the educational system they start however, to demand certain rights in their children education. Teachers then became defensive, hence conflict emerges in the home/school structure.

The struggles by parents to make teachers aware that they too have resources took various forms. Parent organisations were formed, i.e. Parent-Teacher Association, Advisory Council for Education, Campaign for the Advancement of State Education (CASE), Parent Association, etc. These organisations are not actually in conflict with schools, but some schools see them as such and hence ban their formation. These groups are in most cases

supportive of schools and if there is any conflict it is normally with the higher authorities such as the LEA or DES, as in cases of school closures or cuts in subventions to schools.

It is the parents' realisation of their role and what they can contribute that probably leads to various changes in the education system. Whatever the situation, however, changes will occur. The changes in the educational system can serve to narrow the gap between parents and teachers. The Plowden Report of 1967 however, initiated a chain of reactions which strengthened the parent/teacher relationship. The Education Acts of 1980, 1981, 1986 and 1988 all brought changes to the system and served to enhance the integration of teachers and parents' interests and conceptions for the interest of the child. However the education system and the minority community still seem to be in conflict. Ethnic minority parents see state schools as doing nothing to educate their children in the academic area, or on giving attention to their cultural backgrounds. The establishment of supplementary schools which is discussed in chapters 3 and 4, came as a way of protesting against the education system. Minority parents and their children are not fully integrated into the system therefore. In the case of the ethnic minority communities, conflict began when children experienced hostilities in schools, this caused them to rebel against a system; system which apparently had no intention of helping them. The failure of the educational system ultimately became part of an assault on the black family (Simon, 1989). Ethnic minority children, continued to be termed "underachievers" unable to cope with academic work, as against the hope and expectations of their parents. This conflict in the educational perception of the ethnic minority and the host community led to the idea of supplementary schools.

Why Conflict and Integration Theory?

The theory of Conflict and Integration was chosen because it portrays the development of parental involvement which arose as result of conflict and gradually became integrated. There was conflict of interests and professionalism between teachers and parents. This led to the integration of interests in which the child became the main focus of attention. Both parties are now interested in the child's achievement, and work together as partners, either in

the school or at home. The partnership has a common focus therefore, and is being nurtured gradually. While Conflict and Integration theory is put forward in the study, a brief review of some views, which for the purpose of this study could be termed as theoretical perspectives are considered. They are however all products of Conflict and Integration" theory. There are four theoretical perspectives to be examined. These four are considered to be relevant to the study. Each of these theoretical perspectives will be briefly discussed and analysed in relation to the present study.

Theoretical Perspectives:

In the beginning of this chapter, a brief discussion of theory was made, and applied to this study. The theory of Conflict and Integration was also discussed as it relates to parental involvement in schools. In this section, four different perspectives will be examined.

a) School Level Perspective:

This is a commonly accepted perspective which views parental involvement practices at the level of the child's schooling. A child enters Nursery and Infant School and gradually moves to Primary and Secondary School. Topping (1988) in discussing this perspective had three levels : Nursery and Infant Level 1; Primary School Level 2 and Secondary school Level 3. These reflect the extent of involvement among parents within the school. When a child is first introduced to formal schooling, the parent normally takes the child to the school and collects him/her after school hours. This continues up to the early part of primary school, but as child grows older, parents tend to relax their efforts and allow their children to make their own way to school and to come back alone. Parents are therefore more involved in the early stages of the child's schooling. The gradual withdrawal seems to be very natural, and follows the physical, social and educational development of the child. Later in this study, particularly in the literature review and in chapter 8, it will be shown that parental involvement is more pronounced in Nursery and Infant school, and Primary School than in Secondary School.

Parental involvement in the secondary school is not as physical then as in the primary school. Parents are still actively involved however, in areas like PTA, as parent governors, in their child's choice of subjects and careers, school visits, parents' evenings etc. It is just that they are not as fully involved in classroom activities as they might have been in the primary school. Much more attention has been paid over the years to the primary school involvement, as shown by Plowden Report (1967), in *Children and their Primary Schools*. Subsequent works and studies (Cyster et al, 1979, Hughes 1986, Long 1986 and Watson, 1988) have also looked at parental involvement in primary school. Literature on parental involvement in secondary schools is limited by comparison to primary school. Lutz (1986), pointed out that information about programmes involving parents in secondary schools is still scarce. Similarly Topping (1986) also stressed that very little satisfactory evaluative research had been carried out in secondary schools. Others including Lingard and Allard (1982), Sellick (1985) and Fehrmann et al (1987) have also looked at the role of parents in secondary schools.

The most common type of parental involvement in the primary school classroom is in the area of reading, one of the basic skills taught in primary schools. Once children reach the secondary school, preparations begin for both the job market and further and higher education and it is assumed, not always rightly so, that pupils have acquired basic skills in the primary school; the need for parental help in these areas is therefore no longer required. The level of parental involvement in the classroom appears then to be dependent upon the level of schooling i. e. primary or secondary. Visit to the sample schools by the researcher confirmed this observation; it was a common scene to see parents around the school particularly in the mornings and at closing hours and in the classroom in primary schools; this was not the case in secondary schools however. The view of parental involvement in schools has until now focussed on the level of school i.e. primary or secondary. The following section will briefly examine parental involvement from the perspective of participation looking at who the participants are and how they are involved.

b) Participation/Involvement Perspective

This perspective considers the view of participation of parents in a child's education irrespective of the level of schooling. Bainbridge (1988), in his analysis of this perspective, proposed four different levels of parental involvement in schools; namely:

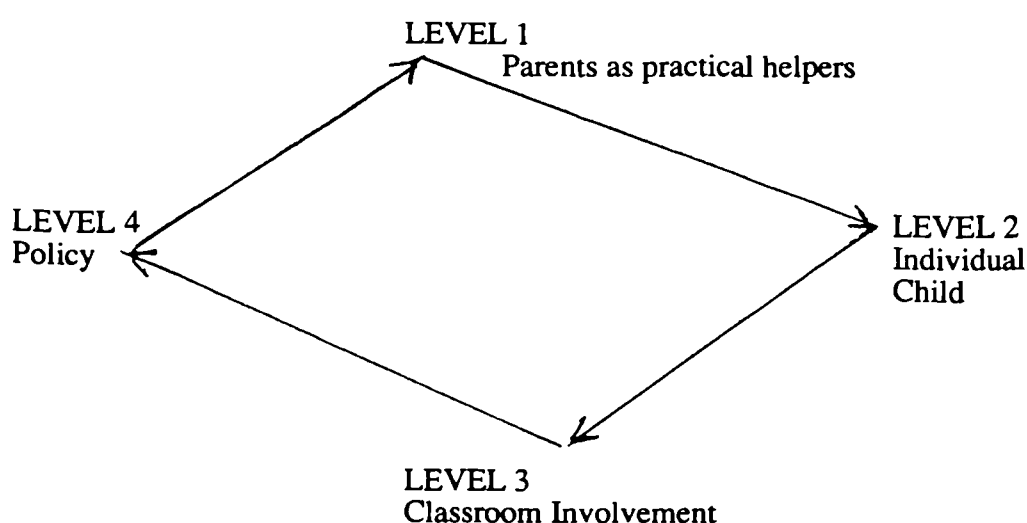
- Level 1 - Parents as practical helpers
- Level 2 - Individual child
- Level 3 - Classroom involvement
- Level 4 - Policy

In each of the areas above, the main concern is teacher and parent liaison aimed at improving the educational attainment of the individual child. Interaction between teachers and parents as well as the community is a crucial ingredient to the success of the parent/teacher relationship therefore. The level of parental participation in schools can however vary from that of a merely supportive role, (Level 1), to that of a managerial role, (Level 4). Level 1 is considered to be the first stage of parental involvement in schools. It is a level in which teachers and parents are most likely to feel least threat to their autonomy and self-esteem (Bainbridge 1988). This is because, the involvement is peripheral and teacher directed, with parents being involved in activities that are of a practical nature such as making equipment, mounting pictures, covering books, all of which take place outside the classroom. At the same time parents may also be involved in parent groups e.g. PTAs, Parent Associations (PAs), Parent and Staff Associations (PSAs), Fund Raising, and educational programmes which are teacher initiated. At this level, the teacher does not see the parents as interfering in their professional domain, but rather as a supporter and helper.

At Level 2, through to 4, the teacher exercises professional expertise in terms of curriculum planning, content, emphasis, evaluation and assessment, the teacher thus has a participant role to play. Parental involvement at these levels moves from teacher initiated programmes for parent involvement with the child in educational activities, to parental assistance on educational visits or group work in curriculum activities all of which are still teacher

directed, to group parental intervention in the curriculum and/or school organisation, pressure and support groups, these are further discussed in chapter 3. As the extent of participation moves from Level 1 to 4, a stronger partnership between those involved is developed. The gradual move from one level to the other and the depth and nature of the involvement is illustrated in the figure below.

Figure 3. Gradual Parental Involvement From One Level to Another



c) Methodological Perspective:

Having considered two different views of parental involvement, one dealing with levels of schooling and the other with the level of participation, attention will be focused on a perspective which deals with method/approach to parental involvement. In this perspective the methodology of the involvement in terms of the parent, school and the curriculum are viewed (Torkington, 1986). It is not limited to the level of schooling or the level of participation as explored by Topping (1986) and Bainbridge (1988) respectively; instead, it is viewed from the method of approach. This can therefore be applied to primary or secondary schools and to parents involved as practical helpers, working in the classroom or in policy-making decisions in the school. It can also be applied to activities both in or out of school.

Three methods have been suggested by Torkington (1986):

1. Curriculum-centred
2. School-centred
3. Parent-centred.

A brief discussion of each of these methods will throw more light on them.

1. Curriculum centred: In this method, parents are seen as helping teachers to develop the cognitive and affective skills of their children. This method may involve reading projects which are the commonest form of parental involvement, mathematics, art and craft or home-economic projects. Here the teacher is in control of the programme and directs what is to be done. The initiatives may come from both teachers and parents, the teacher supervises and evaluates the programme however.

2. School-centred: while in the above method parents are seen as helping teachers to develop the cognitive and affective skills of the children, here the parents are seen as helping the school to carry out its broadest educational goals. The curriculum-centred method, is mainly classroom based, the school-centred method however, is mainly non-classroom based and as such can be compared with Bainbridge's Level 1. PTAs, Parent Association (PA), Parent-Staff Associations (PSAs) Friends of the School and other Parent Organisations can be included here. Parents could also be invited to attend school functions not necessarily connected with these associations. These various Parent Organisations give support to the school financially and materially as well as educationally, all of which are used to help the school to achieve its broader educational goals.

3. Parent-Centred: In the two methods above the parents are seen as helping the school and the teachers, but in this method, it becomes reciprocal, i. e. parents receive help from the teachers. Teachers use their professional skills and knowledge to help parents extend their horizons and gain confidence so that they can contribute more to the educational

development of the child. It also encourages parents to become involved in school management and governance such as in parent governorship. This corresponds with Bainbridge's (1988) Level 4.

These methods seek to bring together for the good of the child reciprocal benefits of parental involvement between parents and teachers. Parents working in the classroom assist teachers and help the school in general. A basic principle emerges from this method therefore, the "reciprocity principle". This principle if upheld, will enhance the involvement of parents in the education of their children, because when teachers see parents as having resources which can be utilised, and parents see teachers as being interested in their capabilities and contributions, then the child will have the maximum benefit.

One important method that the researcher sees as being left out is child-centred methods. Passmore (1980) has expressed that:

"All teaching is 'pupil-centred' in the sense that its object is not merely to expound a subject but to help somebody to learn something..."p.24.

In this view, the 'somebody' is the child. The focus of education is to be thought of in terms of what the child can do and experience. The curriculum should focus more on projects, units of work, creative work periods industrial arts, creative music and similar activities (Rugg and Schumaker 1928). These should have personal connections with the immediate life of the child, starting from his needs and interests. Programmes should be organised around the child's centre of interest rather than around academic subjects.

When discussing the concept of parental involvement, it is generally viewed that the child is the focus of attention; more might be achieved however, if the child is highlighted as one of the agents of the involvement. Bell (1988), has pointed out that

"...the creation of participatory relationship between mother, child and teacher gives the child the security and confidence to respond fully to his educational opportunity." p.123.

The child-centred method takes into account the child's interests and needs and may be viewed as the ultimate aim of parental involvement. Parental involvement in terms of physical form in secondary schools is minimal, this is because the child's interests and needs, both physical and social are no longer so dependent on parents. Parents and teachers are still concerned with the educational attainment of the child: the three methods discussed above can therefore be depicted as child-centred, since everything is done because the child is there and for his/her future development.

Having discussed and analysed three theoretical perspectives, in the preceding sections, attempts have been made to integrate all these perspectives into two types (Wolfendale 1988). These types are referred to in this study as taxonomical perspective.

d) Taxonomical Perspective:

All the preceding discussions are based on parental involvement either in the classroom within the school building or out of the school building, i. e. at home or at school. In view of the fact that parental involvement practices can take place either within or outside the school premises. Wolfendale (1988) came up with these two classifications:

Type 1 - Parents into School

Type 2 - School to Home.

"Parents into School", refers to parental involvement within the school context, i. e. on the school premises whether it be in the classroom or outside it. Included in this are programmes like reading projects, library assistance, mathematic projects, art and craft, all of which take place within the classroom setting. Activities such as PTAs, PAs, PSAs and Friends of the School and managerial roles such as parent governors, take place outside the classroom setting but within the school premises, they are also included therefore. On the other hand, the concept of "School to Home" is that which takes place in the environment outside the school, for example, the home and the wider community, the aim of which is to emphasise the extension of schools in the wider community, i.e. school reflected in the community. Both types of involvements have a common concept, and they are both concerned about the

involvement of parents in a child's education. The only difference is that they take place in different environments. The main practical preoccupations with these two types are then with the mutual objectives and purposes of home-school collaboration. In analysing "Parents into School" Wolfendale came up with three areas of involvement. Relating to these areas are, the type of involvement and the focus of involvement as illustrated in the Table 2.0.

Table 2.0 : Analysis of Parents into School

Area	Type	Focus
Concrete and practical skills	basic help with learning fund-raising and support social meetings.	classroom and school
Pedagogical and problem solving	syllabus design and planning co-tutoring of school and home based, learning general education, remedial education special education needs, school-based discussion of progress	curriculum
communal	groups for parents and children (workshop classes, courses, talks, demonstration)	school and community

(Source: Wolfendale, 1988)

Table 2.0 shows the areas in which parents are physically involved in schools. Involvement ranges from concrete and practical skills, such as those discussed by Bainbridge, to policy making, where parents are involved in policy-decision as in governing bodies. The type of involvement and the focus of the involvement are all within the school, either within or outside the classroom. When compared with Type 2: "School to Home" as shown in Table 2.1, distinction can be seen in the area, type and focus of involvement. The school now moves to the home in terms of supplying information, support to parents, instruction i. e. home tuition and representation in terms of resources. The focus is now mainly, on the home as opposed to being in the school.

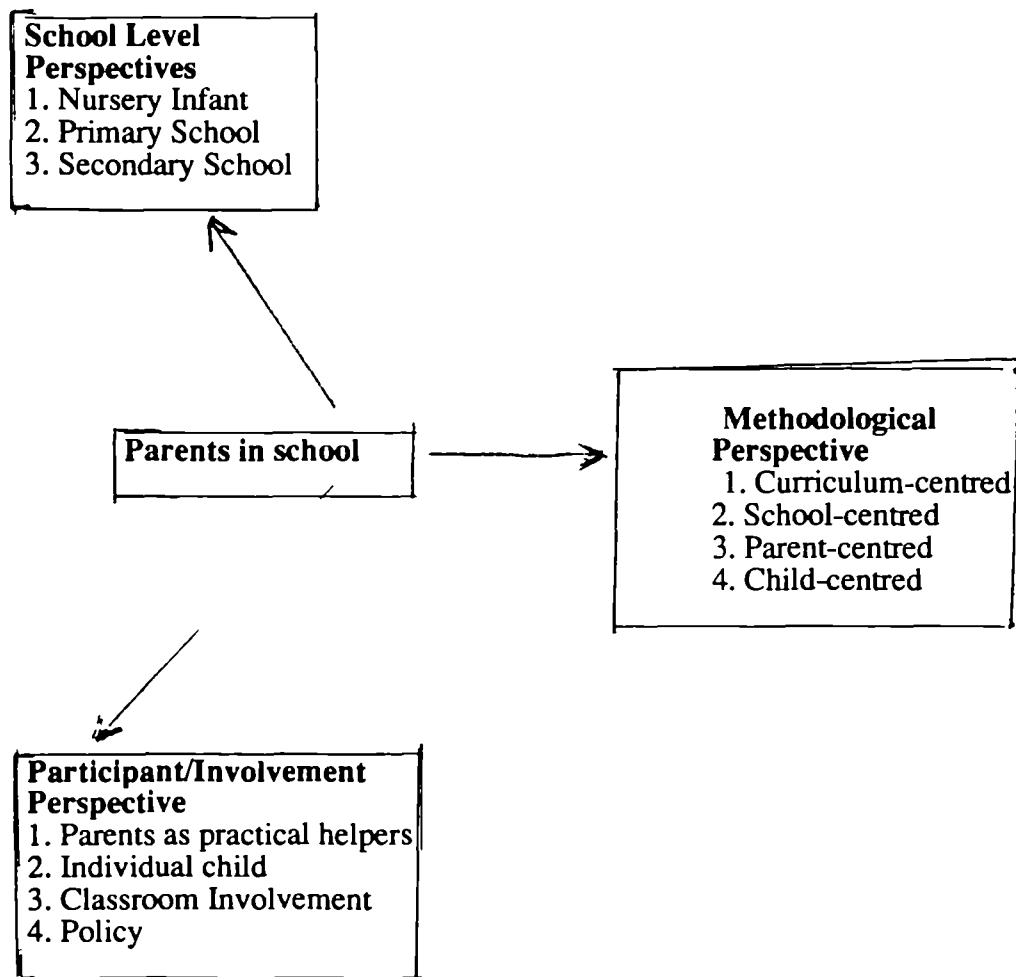
Figure 2.1 : Analysis of "School to Home".

Area	Type	Focus
Information	Verbal, written communication, letters reports, newsletters, booklets, check and recording systems.	home and parents
Support	Home visiting (inquiry counselling, relation -fostering) imparting information, discussion of child progress.	home and family
Instruction	educational home visitors/teaching (handicap, special educational needs, disadvantage, preschool)	home, child and parents
Representation	input by schools into rest of community (resource sharing, resource loan, local meeting place, focal place for cooperative learning)	home and community

(Source: Wolfendale, 1988)

The perspectives presented by Topping (1986), Torkington (1986), Bainbridge (1988) and Wolfendale (1988) all reveal a common focus of parental involvement in spite of the fact that each one of them examines different strategies. Bainbridge and Torkington view parental involvement generally, irrespective of where the activity takes place, Wolfendale however, was conscious of where parental involvement took place. All four perspectives look at the ways and how parents and teachers can interact and cooperate either in the school or at home. Topping's (1986) perspectives differ slightly from the rest in the sense that, he considered the stage of the child's schooling in which parents are involved. In spite of differences however, the basic relationship among all these perspectives is that whatever the strategy is, it must take place in either infant, primary or secondary school. It does not matter where, (whether within or outside the school), as far as the focus of attention is the child.

Having considered these four perspectives, attention will now be focused on these parental involvement practices taking place in the school. The reasons for this is that it embodies all other perspectives of parental involvement. Figure 4, illustrates how "Parents into School" integrates the three different perspectives.

Figure 4 : Integration of Theoretical Perspectives:

In this figure, the Parents into School perspective draws its component parts from the remaining three perspectives. In the School Level perspective parental involvement is more pronounced within the school, i. e. parental involvement generally takes place in the school, particularly at the Nursery and Infant and Primary School levels. In the participant/involvement perspective which is graded into levels as was discussed earlier, parental involvement increases in depth as the nature of involvement moves from practical help to policy-making decisions. Finally in the methodological perspective, the focus on the curriculum, the school, the parent and the child are all centred mainly in the school. This is not disputing the fact that some of these practices could just as easily be carried on outside the school. For example in the parent-centred method, programmes made for parents could

be arranged to take place outside the school premises. At the same time as the theoretical perspectives of the study are discussed in this chapter, the importance and reasons for parental involvement in education and what it means to teachers, parents, children and the community and its changing role are also examined. These changes in the way parents see themselves as the educators of their children both directly and indirectly, and the recent educational acts have brought cause for concern for professionals, hence some conflicts in roles and responsibilities have arisen particularly with the new set of governing bodies and their powers and functions.

Rationale for the Study

Studies for the past twenty years have provided enough evidence that involving parents in the educational process of their children has yielded a good dividend. McGeeney (1969), Gregory et al (1982), Kanji (1984) and Macleod (1985) and many others have shown that the involvement of parents has enhanced the academic standard of children in schools. Parental contact was found (Gregory et al 1982) to be associated with pupil attainment and school attendance. The fundamental reason for this study on parental involvement in schools in a multi-cultural society, therefore is motivated by the positive outcome in children's academic and non-academic activities in schools with parental involvement.

From the 1950s a growing pressure from parents for more involvement in school life, expressed itself in the formation of many parent and parent/teacher groups, throughout the United Kingdom (Davies 1982). Schools are gradually responding to this pressure by opening their doors to parents and giving them more information about what goes on in schools. The writings welcoming parents are now bold and clear. Their contributions are at last beginning to be appreciated and valued. Children feel excited and recognised when they see their parents in their school. Slowly, the old negative image of *incapable and interfering parents*, (Davies 1982), and important differences in the ways parents and teachers perceived each others roles, are now diminishing. Parents want to trust and respect the professionals as the main educators of their children (Taylor 1987). However, they also want to cooperate

with teachers so that their rich information, knowledge and resources can be tapped for the educational benefit of their children. A partnership becomes paramount in the parent - teacher relationship therefore.

The basis of the partnership between parents and teachers is a mutually known child. During the early years of growth and development, parents (in particular the mothers), have already played an important part in the process of the child's learning, a learning which starts perhaps in the womb and goes on throughout life (Kanji 1984). Parents are not therefore in competition with teachers, but are allies in the forces of the adults working towards the benefit of the child. Both parents and teachers have responsibilities for the child and need to share experiences and information. But as Stacey (1986) points out, it is the sharing of the information and experiences with parents which many teachers find extremely difficult to do. The sharing of experience between parents and teachers in support of the child's learning, accord mutual respect and is indicative of the increasing depth of their involvement with each other (Davies 1982).

Parental involvement is no longer a new educational term in developed countries. Even the developing countries are now getting into it in the form of the popularisation of PTAs, giving parents more awareness about their roles in the educational development of their children. The study by Payne and Hinds (1986) examined the role of PTAs in Barbados, analysing the roles and functions of PTAs in relation to teachers' attitudes towards the PTA functions. It is now the nature of the involvement and its impact on educational process and outcome, that is still the subject of discussion and research (Haynes et al 1987). Research findings on parental involvement in reading have received much more attention than other areas of involvement. Hewison (1982), Stier (1984), Hannon (1986) and Boland and Simmons (1987) have shown how children's reading abilities and understanding have been enhanced through parental involvement.

Even more surprising as expressed by Marland, (1984), is the evidence that reading can be substantially helped by a parent listening to the child read, even if the parent has little or no command of the language of the book. The areas in which parents can be usefully involved in the school activities are normally at the discretion of the headteacher and his/her teachers. Schools vary within and among LEAs, as do teachers in their attitudes to parental involvement. Despite these variations, parental involvement has become part of the educational system in the UK. The question should now be, how best teachers can make use of parents as resources to the benefit of the child and the school. The Coventry Community Education Project (CEP) which saw parental involvement as a priority (Macleod, 1985) and the Dorset project, "Booked by Dorset" are clear indications by LEAs in conjunction with teachers on how best to use the parents' resources. The role of PTAs is not marginal however, in the educational process of the child.

PTAs have been found to play very significant roles in the running of schools (Payne and Hinds 1986, Girling et al (undated) and also as found by the researcher when he visited schools with PTAs. They have played supportive and conciliatory roles as well as being pressure groups on central and local governments for teachers. They have provided a lot of 'extras' for schools. Not all schools however, have PTAs. Some headteachers think PTAs mean interfering parents. While objections on several occasions continued to be raised, their contribution still stands prominently in the running of schools wherever such associations exist. The reason for focusing on PTAs as one of the aspects of this study is to ascertain the extent of the role they really play in the financial, material and other assistance they give to schools. This phenomenon is also one of the major concerns in schools in developing countries. The researcher undertaking the current study of parental involvement, hopes that the research findings could be applicable in looking further into the roles of PTAs in Nigeria. The discussion of PTAs is therefore very relevant to this study, since PTA roles are not limited to any nation. Payne and Hinds 1986, and Sellick (1985), have examined activities of PTAs in various countries. Payne and Hinds described the PTA activities in the West Indies, while Sellick made comparison of their activities in the UK, France and USA. The roles,

functions and contributions of PTAs are further explored in chapter 5, while supportive and advisory roles are discussed in chapter 8.

The administration of schools in the UK can not be fully understood without understanding the role of school governors. In this relationship parent governors have a crucially significant role which the 1986 Education Act and the 1988 Education Reform Act have legitimised and strengthened. Parent governors have dual roles to play in the school. While they play their role as governors on the one hand, they are also parents on the other. Headteachers and governors are normally expected to work in cooperation, understanding and harmony. By so doing, the children, the teachers, parents and the whole community can derive the full benefit from the school. There may be however, some situations when relationship between governors and headteachers may be strained. One of the facets of this study is to look at the role of parent governors, to find out how they relate to the school authority and how they have contributed towards the development of parental involvement in schools.

The study undertook the above observation by considering parental involvement at both primary and secondary levels. The central role of parents in the educational development of their children covers all ages, not just at the primary level as expressed by Mr. Peter Mann, Chief Adviser for Dorset, during the annual conference of the British Association for Early Childhood Education (BAECE) in Bournemouth on the 8th and 9th May, 1987, which the researcher attended. The benefit of parental involvement have not been limited to the children alone, but extend to both parents and teachers and spill over to the whole community. The clear message to all teachers, parents, educational administrators and the community is that progress is being made in involving parents in five basic areas:

- (i) through PTAs which are often predominantly fund-raising, but also take on other activities.
- (ii) through parents assisting during the school day in the activities of the teachers and children.

- (iii) through exchanging information and engaging parents in the teaching of their own children.
- (iv) through liaison with parent governors.
- (v) through the establishment of Supplementary Schools by the ethnic minority communities.

Although progress is being made in even more than the five areas listed above, parental involvement continues to take different forms and recent educational changes have forced it to have different nature.

The Changing Nature of Parental Involvement

While considering the basic areas where progress in parental involvement has been made, there is also the need to look at the changing nature of the involvement itself. Until the Plowden Report (1967), the field of parental involvement was relatively unexplored. The past twenty years have seen a substantial increase in the range and scale of parental involvement in both primary and secondary schools however. There has also been broad acceptance at least in principle if not in practice, by the majority of teachers and headteachers (DES, 1986). The following factors as enumerated by the DES (1986) and the National Union of Teachers (NUT), (1987), were responsible for the changing role of parental involvement in the educational achievement of children.

1. In the early 1960s the growth in consumer consciousness led to the establishment of both the Advisory Centre for Education (ACE) and the Confederation (later to become the Campaign) for the Advancement of State Education (CASE).
2. From the mid-sixties onwards parental involvement and interest in schools also increased as a result of the argument for and against selection at 11-plus.
3. The rapid growth of the playgroup movement created the desire in many young mothers to continue to be involved with children's education after they had moved on to primary schools.

4. Schools are seen not only as for children, but an integral part of the wider community and as users and providers of community resources.
5. Education is increasingly recognised as being a process which continues throughout life. Schools have a wider role to play in making educational provision for parents and other adult members of the community.
6. Schools inevitably act to some degree as agents of social change, responding to demands for greater community participation in education as in other institutions.
7. There have been changes in the type of education required. Other adults may need to be used as one resource in providing the broader based demonstrably relevant highly individualised education which is now demanded.
8. Increasingly, schools have taken on a pastoral role in which prolonged close co-operation with the home is desirable. This has often increased the work of teachers who need training and preparation for this role, which is different from, though at times complementary to that of social workers.

(DES,1986,p.xxx-xxiv,NUT,1987,p4)

Initially, the presence of parents and others in the classroom was objected and later received a cool reception from the teaching profession, but recently as pointed out by the DES (1986), teachers' attitudes have changed markedly. However, there are still a good number of teachers and headteachers, particularly in secondary schools who abhor the presence of parents in the classroom. The educational awareness of parents and decline in school resources have made even more changes in the teachers' and parents' attitudes towards parent-teacher cooperation in the educational development of the child. The changes, however have not taken place rapidly and evenly, even in the primary schools where involvement is believed and seen to be much more, it is still a gradual process. The 1986 Education Act however brought in more rights and responsibilities for both parents and teachers as well as school governors. The relevant recommendations on the role of parents in education from various committee reports such as : Plowden (1967) Taylor, (1977) and Warnock (1978), were made realistic. The various sections of the 1986 Education Act which

have been in operation in varying stages over a period of time provide fresh and increased opportunities for parents to take interest in the life and work of the schools. Parents have now moved from a passive involvement based on home support programme to an active involvement in school government and curriculum matters.

The increasing amount of information available such as research evidence and other publications in books, journals, the daily and weekly papers i.e. The Times Educational Supplement about parental involvement - the how? why? where? when? and who are involved, have all made the process of parental involvement to change much easier even in secondary schools where there hasn't been much of this involvement, as pointed out by Tomlinson, (1984), Macbeth, (1984), Watkins (1987) and Fehrmann et al, (1987).

In view of the centrality of parents' role in the education process, and the ambiguity of their roles, when parents wonder whether they are to be seen as governors, teachers at home, teacher aides or makers of policy, (Cullingford, 1985), the changing nature of their involvement has seen considerable reviews. When educationists became more aware of the vital importance of the early years in children's cognitive development, and of the fact that the home is the first of several teachers, (Goodacre, 1970), the involvement of parents moved from that of parents merely bringing their children to the school gate to the present situation where parents are welcome into the school and the classroom (Macbeth, 1984).

Conclusion

This chapter has briefly considered the theoretical perspectives of parental involvement. Different interpretations of parental involvement have been looked at and a common focal point emerged which proved to be an instrument for reasoned explanation and prediction. The theory of conflict and integration derived from Dahrendorf (1969) tried to relate educational conflict and social conflict. School is however a part of society, so if there is conflict in society, school is bound to experience it. The school therefore experiences conflict in society and conflict in education. The four theoretical perspective examined,

show that each person presenting any perspective has his/her own interest either as a parent, or teacher, or may be parent/ teacher. The theory of conflict and integration is therefore viewed from educational perspectives. Its implication to this study will be discussed in the analyses chapters which come up in chapters 4 to 7. At this stage of parental involvement in schools the concept of conflict may not really be very pronounced. This was not the case about two decades ago when parents first wanted to come into schools and to know what was going on. Teachers were very defensive of their profession. Today, parents are welcome in most schools and they have legal right which enable them to have prominent roles as supporters, teachers, and as policy-makers. Parents are therefore integrated into the school system. The concept of integration in parental involvement is then more pronounced than conflict in schools and the community today. Generally, conflict takes place at the onset of parental involvement; i. e. when parents and teachers considered themselves each to be on different sides of the child's development. Today parents and teachers think only of how best school and home can work together and cooperate for the mutual success of the child. Parents are no longer considered as on-lookers and contributors of educational problems but, as an educational resource which can be utilised to the good of schools and society as a whole. The subsequent chapter looks at what has already been done, exploring research evidence, government reports and views, parents' and teachers' views and attitudes about parental involvement. Although this chapter is designated to the literature review, constant references are made throughout the whole study, since this is a topical issue which has received attention from both professionals and non-professionals alike. The materials reviewed in this study does not therefore cover all that has been done on parental involvement. More is being done and much more is yet to come since parents, teachers and the government are all working towards the achievement of the child.

CHAPTER THREE

THE REVIEW OF RELEVANT LITERATURE

Section I - Mainstream Schools

Parental Involvement : An Overview

Parents are involved in the informal education of their children long before the concept of formal education; parental involvement is not a new phenomenon therefore. It is however, a subject that has received much attention, particularly in the United States of America and countries of the European communities. Teachers cannot refute the fact that parents have always been involved and interested in their children's education. Those teachers who are parents can easily understand this concept from a personal perspective. It might be useful however, if teachers who are parents sometimes discard their teacher *hat* and put themselves in the position of parents so that they can see parents really feel about their children's education. Their thoughts and views may differ from inarticulate parents who have never been to school or left school early however.

Parental involvement practices have been very common in the USA, USSR and most countries of the European communities, (Tanner, 1968, Macbeth 1984). In the developing nations, parental involvement is limited to PTA activities. In the early years, parents were afraid of 'interfering' and teachers felt their profession was being threatened. As better understanding between parents and teachers developed, and teachers became more flexible to social changes and demands, more co-operation between parents and teachers was achieved. Although parental involvement seems to be an accepted phenomenon by teachers and parents, it still faces the problem of practice in many schools. Many teachers still view parental involvement with indignation and many parents are very apathetic and diffident about schools when they remember their own school days. The primary reason suggested by

Rutherford Jr., (1979) for encouraging teacher-parent cooperation is to improve the educational opportunities of the child. According to Rutherford, co-operation results in better educational programmes for children with side benefits to the teachers and the parents.

Parental involvement practices have been studied in various schools as projects and case studies in their various facets of the involvement. A survey of the vast literature available, indicates that parental involvement in reading has received most focus. Research carried out by David (1982), Hewison (1982), Stierer (1984), Bartlett et al (1984), Hannon (1986, 1987), and several others, have found that parental involvement is an invaluable resource in the teaching of reading. These studies have indicated the importance of parental involvement either in the home or in the classroom in hearing children read. This process is normally under the proper planning and arrangement of the teacher on how and what parents should do when hearing the child read. The main reason for so much attention on reading is probably because reading is one of the basic skills in learning. If a child is able to read well with good comprehension, then he/she will be able to understand other subjects taught in the schools, since almost everything in the school is understood through reading.

It has been found (Hewison 1982), all other things being equal, that children who regularly read to their parents at home were considerably better readers than those who did not. The question of reading should however always be matched with comprehending what is read. In the great majority of cases, children helped with reading by their parents, be it at home or at school are put at a distinct advantage, not a disadvantage or *no-score draw* as claimed by Hannon (1987). Of all the research findings so far on parental involvement and particularly in reading, it is only Hannon's finding that showed a no-score draw. He found that there was no significant improvement in test performance in the project he conducted on 76 children within three years. Hannon even went further to say that there is a danger that by focusing exclusively on changes in children's reading test scores we are overlooking some of the most interesting educational implication of the new work with parents.

However, with the interest and enthusiasm in parental involvement and the on-going researches and projects, Hannon's findings published (TES, 1987) did not go unnoticed. Barely two weeks after the publication of his findings, reactions from various educationists came up against Hannon's findings. Topping (1987), Harrison (1987), and Thomas (1987) all disagreed with the findings, and stressed the importance of parental involvement towards enhancing the reading ability of children and other academic attainments.

Topping, in his Paired Reading Project stated that:

"... massive gains on a variety of reading tests have been documented, and baseline and control group data confirm without question that parental involvement, in children's reading has a significant effect on attainment in both short and long term" (Topping 1987, p 13).

Even some headteachers who were apathetic to parental involvement stressed that:

"schools and teachers who are already some way down the road of parental involvement will not be deflected or discouraged by the latest disclosure. By now it should have been well known that it is essential to continue progressing for the mutual benefit of children, parents and teachers" (Harrison 1987, p 13).

Involving parents, according to Harrison, is in everyone's interest, and schools which prefer to practise parental exclusion instead of involvement are doing themselves and their children a disservice. In Hannon's (1987) project, children's attitudes to books and reading have been found to have improved during the project. This was also been found to be so by Harrison, as he explained that:

"Children's attitudes to books and reading improved during the project. Parents and teachers developed a much closer relationship and parents themselves gained in self-confidence. The child who sees the teacher and his parent cooperating and sharing common goals must come to view education and school in a positive light" (Harrison, 1987 p 13).

Thomas (1987), in his view, expressed that parental involvement is at the moment a tender plant to nurture, hence it needs every positive attention. The importance of the means of involving parents is apparently reaffirmed, what is needed now is to know more about ways and means of parental involvement and how it could be improved. In his survey he found that parents are actually involved in their children's classrooms far more than what might have been assumed. Even Hannon in their final report (Hannon & Jackson 1987), in the Belfield Reading Project concluded that results did not show a *no-score draw*. Instead it showed how the teachers, parents and the children all benefited from the project. This

research therefore provided evidence that increased parental involvement had changed children's attitudes to reading and learning. It was felt however, that more research was needed in order to explore the issue more directly.

Parental involvement in the various facets in schools have all pointed towards success, achievement and the enhancement of the educational performance of children. Programmes that involve parents in the schools have played a major role in creating a desirable context for teaching and learning (Comer, 1986). Obstacles to parental involvement cannot however be ignored. Many schools simply do not want parents present in the school, let alone to be fully involved. Many parents are reluctant to become involved as well. Some schools pay lip service to the importance of parental involvement, but do not actually give parents the opportunity to play a meaningful role in the life of the school. Comer, has expressed that in some schools parents are called into the school only when there is a problem with their children. Moreover, racial, income, educational and other differences between home and school make some parents reluctant to become involved in the school involvement programmes. Parental involvement in secondary schools is however, becoming a matter for concern.

Parental Involvement in Secondary Schools

Many people mistakenly think that a parent's role is sharply reduced after a child has reached secondary school. Although teenagers may be quicker to reject parental advice as expressed by Bourne (1981), there is no doubt parental support and understanding remain just as important as in the early years of education. It is still desirable for parents to take some interest in what work the child is doing. It is also worth taking the trouble to meet the teachers who are responsible for the child, even though more teachers share this responsibility in secondary school. It is true that parental involvement practices have been found to be more apparent in the infant and junior schools than in the secondary schools. Marland (1984), found that in the English Primary School the proportion of classes receiving parental help falls sharply as children get older from 31 per cent of the classes of seven year

olds, to 18 per cent by 11. He also found that few secondary schools make adequate use of the knowledge of expertise or of their parents for school subjects and careers.

McGeeney (1969), in his book *Parents are Welcome* conducted studies in both primary and secondary schools and found that both levels need the support and involvement of parents. Where parents were welcome, and their resources accepted benefits were derived from it. Bynner (1972), found that the change from primary school to secondary school is accompanied by a decline in parental involvement in child's education and in contact with schools. A follow-up survey showed that more primary school parents had attended school functions such as parents evening, open-days, PTAs, school plays, concerts, etc. Many parents find little difficulty in establishing a close relationship with their children's primary school. In the early years, particularly at the infant stage, they accompany their children to and from school and quickly become familiar with its premises, staff and routines. Usually the primary school is relatively small, close to the home and sufficiently simple in terms of organisation to allow parents to understand its broad and specific educational objectives. While in contrast, the secondary school is often much larger, located further from the home and not so easily perceived by some parents as being "their school". The concept of more parental involvement in primary school is further, supported by Tomlinson (1984), who found that it was more usual for middle-class parents to be involved than from the working-class. The level of parental involvement, their interests and expectations of the school and the extent of their involvement may well differ from primary to secondary schools.

Parental accounts according to Bastiani (1986), have drawn attention to these differences between secondary and primary schools which also affect the extent of their (i.e. parent) involvement such as:

- The size and complexity of the secondary school
(similar view expressed by Bourne (1981)).
- The separation of teaching and caring.
- The dramatic increase of specialisation.

The home/school relationship often changes dramatically with the transition from primary to secondary school. When most parents compare their relationship with primary and secondary schools, it is generally more favourable, towards the primary and often a catalogue of increasing bafflement or alienation towards the secondary schools (Bastiani 1986). Communication in the secondary school becomes more formal and written, and the parent has to deal with several people rather than one. However, as children move from the primary to the secondary school, parents focus their attention upon different aspects of parental ideologies and perspective. In the United States, there is also dramatic decline of parental involvement practices by teachers and participation by parents in learning activities from the infant to the junior as examined by Epstein (1987). This trend is exacerbated at the secondary level. But, almost all parents remain interested in their children's schooling and success, and would like directions and information from the schools, about how to help their children. The primary stage is the most important foundation of the child's educational career, hence every effort by both parents and teachers to lay that solid foundation is crucial. The increased parental involvement at this level can therefore be understood and appreciated. However, the transition from the primary to the secondary school is also of great importance in the further education of the child. Smith (1986) illustrated how parents can cope with the transition from primary to the secondary school, so that their involvement can still be made as appropriate as possible with the coordination of both the primary and secondary school teachers.

In the secondary school particularly at the third year when the child is to make his/her subject choice, the involvement of parents can be invaluable. A Welsh Office occasional paper, has shown that there is marked increase of parental interest at the end of the third year when the learning programmes of pupils in the last two years of compulsory schooling are decided. This occurs at the end of the fifth year when alternatives for education following the 16+ examinations are considered. The involvement of parents in the making of subject choice is generally acknowledged as being vitally important since there is need for a three-way partnership - the child, the teacher responsible and the parents, throughout the secondary

years as suggested by Bourne (1981). A parent should be keeping a weather eye on the prospects for a youngster's employment and continuing education. The importance of home-school relationship is therefore beyond question. Most schools now either primary or secondary take positive initiative to develop and maintain close contact with their parents and the community at large. David (1982), reaffirmed that when parents get involved, links between home and school are strengthened, and parents begin to consider themselves as partners in the education of their children. They become much more confident when discussing their children with their teachers. While parents play very significant role in the educational process, there is another agency which significantly affect children's performance in school but has not received a considerable educational attention. This agency, is the peer groups particularly among secondary school children.

The Influence of Peer Groups in Secondary Schools.

As the child moves from primary to secondary school, other factors affect his/her school performance other than the parent and the immediate neighbourhood. The basic position is that children's behaviour (including their responses to the experiences of schooling) as pointed out by Mays (1975), is substantially conditioned by influences emanating from the home, the school and the peer group in the locality. While the role of the school is glaring and understood by most people, it has been suggested (Mays, 1975), that the family and the peer group are usually predominant. The peer group provides both the support and the opportunity for experiment. It is in such a group (Smith, 1987), that a child can gain certain experiences that may not possibly be obtained in the organisation.

The nature and organisation of peer groups varies with age as pointed out by Blyths (Smith, 1987). In primary school the division into sex-based groups begins to develop up until about nine years old. Peer groups can be both anti-school and anti-parent. According to Coleman (Smith 1987), the peer group is a central influence on educational performance. This is not however with any prejudice to the influence of parents and the locality at large; parental influence remains important alongside that of peer groups. When the peer groups work

against the school and where the family itself fails to supply the necessary support, the work of the schools and the teachers becomes most extraordinarily difficult. It is apparent that in a situation where influences derive from three separate and powerful institutional sources i.e. parents, schools and the peer groups, a series of conflicts of interests may arise. The values of the school may conflict with those of the peer group with both the child and the school (Mays, 1975). On the other hand, the norms of the peer group may conflict with the school's but may be harmonious with those of the home in some regards.

People have complex roles to play in the education of the child. Teachers, parents, the church, mosque, neighbours, and peer groups, all have their respective specific roles. The possibility of confusion, of misunderstanding, of overlapping and disagreement arise from every side from time to time. Doubt, anxiety and uncertainty are often the result for all parties involved in the bringing up and training of the child. Mays (1975), arrived at a general presumption based on a growing crowd of informed witnesses, i.e. the type of home and neighbourhood are two of the most powerful if indeed not the two most powerful conditioning forces, which determine, to a large measure, a child's school performance and further the quality of his/her life and attitudes. The role of peer groups in the educational achievement of children need therefore to be considered vis-a-vis with the role of the parents, and the school. The detailed role of peer groups in the educational development of the child is not the main focus of this study however, there is the need for comprehensive research on peer groups and the educational attainment of children.

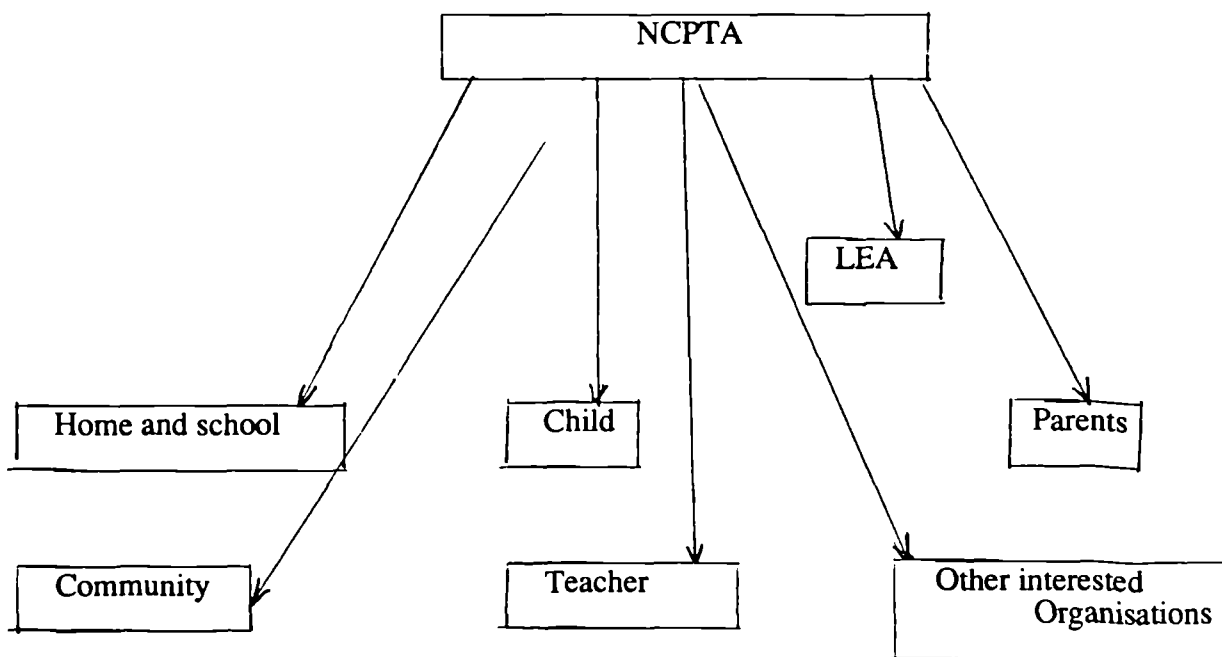
Having seen briefly what parental involvement is about, further discussion is focused on four areas of parental involvement which the researcher wishes to treat in depth during the study. The recent acknowledgement of the importance and relevance of parental involvement is built on research findings accumulated over two decades. This shows that children have an advantage in school when their parents encourage and support their school activities. PTAs, which are more worldwide than other phases of parental involvement come first in this

review. This was purely by the researcher's design, any of the four areas in this study could be considered first.

Parent Teacher Associations (PTAs)

The Parent-Teacher Association is a formal organisation between teachers and parents with parents generally being in the majority. In many cases it had its origin in some crisis, situations when problems affected the school. It is by far the largest vehicle for parental involvement and communication in schools. In the U.K. it has reached a level of having a national federated unit, such as the National Confederation of Parent-Teacher Associations (NCPTA) which caters for all the Local association in the country. Individual local PTAs seek advice from the NCPTA and groups contemplating the setting up of a PTA gain considerable help from information issued by the NCPTA which set out the aims of the movement, types of meetings which PTAs have found beneficial and a suggested constitution (see Appendix C). The principal objective of the NCPTA is the promotion of essential partnership between home and school, child, parent, teacher, LEAs and other interested individuals and organisations. Figure 5 illustrates this.

Figure 5. The NCPTA as a Promoter of Partnership.



The main aim of every PTA should be to gain a wiser and deeper understanding of children's needs, to bring teachers and parents closer for the better understanding of each others roles in the education of the children. The cooperation of parents and teachers is considered essential to the work of education therefore. Parents definitely want the best for their children, but they sometimes have vague or unrealistic ideas about what is best for the individual child (Sellick 1986). Educators find PTAs to be useful friends and not bother-some enemies because they enable parents to be realistic and know how best to help their children. There are various parent organisations similar to PTAs, this is sometimes dependent upon which type of parent organisation a headteacher prefers. The NCPTA refers to some of these as: Home and School Association, Friends of the School, and Parents' Association. McGeeney (1969) identified four organisations other than the PTA which are similar to the latter, as: Parents Associations, Home and School Committee, Guild of Parents and Teachers, and Health and Home Group. The name of a school group really does not matter. It is the cooperation and mutual relationship between the school and the parents that matters. In this study, PTAs will be used to cover any Home and School relationship whose objective is the bringing of home and school closer together.

In the USA, there are nearly 1,000 parent-interested groups who attempt to influence Federal Educational policies (Sellick 1986). The focus of American PTAs is home-school relationship where all the teachers and all the parents of pupils at a particular school are automatically members (Sellick 1986). In the UK, the NCPTA according to Sutcliffe (1987), claims to represent five million parents in England and Wales and nearly 200,000 teachers. It has also grown from a confederation of 1,045 associations, in 1975 to 5,800 in 1987, and is continuing to grow at around a rate of 10 per cent a year according to its leaders. In Canada, the PTA or "Home and School" association as they are referred to (Baron, 1981) have played a key role in cooperative activities in the schools. As well as being associated with educational reform, the nature of involvement of the Home and School association has been essentially for the improvement of educational resources and services. The official creed of the association in Canada stipulated that it should not be used as a medium of criticism or

interference with school authorities and policies (Baron 1981). The association is further to support and cooperate with teaching staff and Boards of education to the fullest possible extent. This is very similar to what the NCPTA suggested constitution states as one of its objectives (see Appendix C).

"The Object of the Association is to advance the education of the pupils of the school by providing and assisting in the provision of facilities for education at the school (not normally provided by the Local Education Authority) and as an ancillary thereto and in furtherance of this object the Association may:

- (a) Foster more extended relationship between the staff, parents and others associated with the school, and*
- (b) Engage in activities which support the school and advance the education of the pupils attending it".*

An advocate of parental involvement in the USA, Don Davies (1987), explained that PTAs typically work to support schools by raising money for local school activities, providing information and parent education, advocating increased funding and building public awareness on issues that affect children. In Australia (Baron 1981), and in the West Indies in Barbados (Payne and Hinds 1986), similar objectives in terms of support were illustrated.

The Supportive Role of PTAs.

Parents organisations by whatever name they are called, have been generally supportive and conciliatory in nature, rather than confrontational. The researcher has not come across any research evidence which suggests that parent organisations such as PTAs, Home and School Associations, Parents Associations, Friends of the School or any such similar organisations that have proved to be confrontational in schools. There are, however, situations when parents suddenly form ad hoc associations when they want to be confrontational to either the school authorities or the councils. When such an occurrence arises, it becomes disturbing to the school, the LEA and the community. The issue in Dewsbury in September 1987 was a clear example of parents' confrontational attitude. In Dewsbury parents held out against Kirklees Education Authority in West Yorkshire over the issue as to which primary school

their children should go. They insisted that their children be sent to another school where white pupils outnumber Asian pupils.

In response to this confrontation, Kirklees Local Education Authority offered the parents several other schools from which to choose, but the parents refused, insisting on the particular school which they wanted. They finally set up their own school in a room above Thornhill Lees Hotel in Dewsbury owned by their leader, Eric Haley (Darking, 1987). This issue lasted an entire school year and was finally resolved in Court in July 1988, with the parents winning the case (Sutcliffe, 1988, Fisher, 1988). When parents form an association which is confrontational, it is the children who may suffer at the end of it all. On the other hand, when the PTAs and other Home and School Associations are supportive and conciliatory they may from time to time become confrontational to the Education authorities and to the Government for the good of the school and for the benefit of the children. The case of ILEA parents on the issue of scrapping the ILEA is another example in support of teachers which could be considered to be confrontational. Parents as pressure groups may not necessarily be confrontational groups however.

Parents associations, however have the responsibility and can decide on how to relate to Governments, teacher unions, and to other national forces whether it be via supportive, conciliatory or confrontational role. Parents' associations generally function as interest groups whose ultimate objective is the welfare of children through education, and they place particular emphasis upon the part that families in general and parents in particular can play in the process (Macbeth, 1984). Whenever parent organisations happen to be pressure groups they normally press in support of the good educational functioning of schools. There are occasions when parent organisations press on the Government for attention to schools, for example Sutcliffe (1987), reported a case where all parent organisations cooperated to make demands on the Government:

"... all the main parents' organisations will show their concern by staging a mass rally at Central Hall, Westminster, Followed by a lobby of MPs. They will argue for more books and equipment, smaller classes, improved building maintenance and for action to restore teachers' morale" (Sutcliffe, 1987, p 7).

Parents' organisations are not only supportive and conciliatory, however, they even press for teachers' rights and benefits. It is probably due to the supportive and conciliatory role of such organisations of parents that more and more headteachers are becoming receptive to establishing PTAs and similar organisations. Parents in Birmingham in March 1987 (Hugill and Spencer 1987), were reported to have planned to launch a national pressure group: the main aim was to put maximum pressure on all major political parties to rethink their policies towards grammar schools. In another case, in an equally supportive role, the members of the Hackney Association for Kids Education, demanded that accommodation be found for the first six months of a new teacher taking up a post by the ILEA. Other demands were: maximum discretion on pay, a period of induction for teaching in the borough and the immediate interviewing and placement of trained staff who expressed an interest in joining the ILEA (Bayliss 1987). The PTA can therefore be a conciliatory organization who aim at providing a campaign for good education on behalf of their children, as well as a pressure group on behalf of schools.

Despite what PTAs can do for schools, many headteachers and teachers do not totally welcome PTAs with open arms or minds. Boyd-Barrett (1981), found that there was a wide range of differences among school heads in their attitudes towards the issue of whether formal organizations such as PTAs were desirable. In some instances it was found that heads feared that parental organisations would be interfering or that they would not be very representative of the whole parent bodies. A headteacher expressed her views that if parents are given an inch they will be all over the head, and if there was a weak head, they will hung, draw and quarter him/her (Boyd-Barrett 1981). Another headteacher opinionated that where opportunities for informal access were good, formal organisation was not necessary. The researcher confirmed this opinion when he visited one of the primary schools where the headteacher said, he welcomes all parents into the school but he felt a formal organisation was not of any necessity. Boyd-Barrett (1981), found in another situation a contrast to the first example; in one school, the headteacher had four PTAs each representing two houses of a purpose built eight house vertical structure each overseen by the school PTA coordinating

committee. Some heads are fully in favour of PTAs, indeed the researcher found evidence of this in schools which he visited.

Despite the fact that some headteachers reject the formal parent organisations, the PTA has continued to thrive and play very significant roles in the lives of the many schools where it has been accepted. There has not yet been any evidence available to the researcher where PTAs have taken over the control of schools from any headteacher. This was clearly expressed by McGeeney (1969), where he said that when the members of the Plowden Committee visited the USA, they repeatedly asked for instances, where PTAs 'ran' schools, but were unable to find any. Mrs. J. Hardley, editor of the *Parent-Teacher* expressed that she had never had such a case presented to her with any evidence that was reliable and could be proved. If she invites a teacher home, she does not expect that he/she will tell her how to run her home (McGeeney 1969).

McGeeney's (1969) *Parents are Welcome* gave specific accounts of schools which had outstandingly good relations with parents, and he intended the book to be more of a propaganda for parent-teacher cooperation. Joan Sallis in her several publications on parent-teacher cooperation (Sallis 1983, 1987), has however taken the advocacy for parental involvement in schools. The PTA is a forum where parents can discuss education in a more orderly and organized manner. Through PTAs, funds have been raised and used for the purchase of items most needed by schools. This has not been limited to one or two schools but many schools both primary and secondary, depending to a great extent on parents contribution and particularly the PTA. Jones (1986), the General Secretary of the NCPTA analysed the financial contributions of parents to schools. He expressed that parental funding was forming a sharply increasing part of school finances. He highlighted that in 82 per cent of primary school PTAs have used funds to provide essential resources (essential, however may vary from one school to another). Jones argued that parental funding contributed £6.56 a year per head in primary schools with the estimated average primary school capitation

figure for 1983 - 1984 standing at £22, this means that parents are supporting the state system to the extent of 30 per cent of capitation (Jones, 1986).

Goulding et al (1984) in their case studies found that some schools had received colour T.Vs, stage lighting, P.E. equipment, display screens, carpets and work benches from PTA funds. They also found that PTAs had provided so many other items that under normal situations schools may not have been able to purchase if they relied on LEA funds. The researcher has seen evidence of such facilities in one of the primary schools he visited, and the PTA were still planning to provide and purchase more materials for the school. A typical PTA committee meeting attended by the researcher as an observer, revealed that one of the major roles of the PTA was fund-raising and making provision for the school therefore not interested in the administration of the school.

PTAs have their advantages and disadvantages as far as headteachers are concerned, but all research findings have shown how the advantages have outweighed the disadvantages in various ways. The greatest advantage which should be accepted by all teachers is that the main objective of PTAs is for the educational benefit of the child. PTAs and teachers therefore share the same objective and there is every reason for the existence of the partnership for the interest of the child. Partnership should not only be with PTAs but with the whole parent body however. Even with those parents who show no interest every effort should be made to draw them in so that they can realise that their children need their support in whatever form and no matter how small the support can be. The school can then:

- a) Invite parents to the school to discuss the regular report of their child.
- b) Organise workshops for parents so that programme and policies can be explained and different forms of involvement desired.

Parents of the children need teachers' help and in return can do much to help teachers understand their children. Erica Hailstone's (1984), handbook on *Stay-Away Parents How to Draw them in* is an invaluable handbook for teachers to use when developing parent contact strategies.

The words of the NCPTA (1984):

"We hope we can encourage throughout the world the establishment of PTAs, all working in the way best suited to the particular needs of the children within their own school, with no rules or regulations laid down by any central committee, but with one common aim to work for a wiser psychological understanding of children's needs and a determination to make it possible for children everywhere to grow up from a background of childhood where they have been wisely treated and intelligently understood" NCPTA (1984 p 2).

shows the significant role of PTAs in the educational development of the child, and hopes that the idea of PTAs will be a very welcome thing to all schools. Parents, through PTAs should not be seen as threats to schools but as supporters of the school's objectives therefore.

Parents as Threats to Teachers?.

Winkley, in Cullingford (1985), expressed the view that parents can actually be seen as threatening to teachers. He further pointed out that teachers can face interesting and formidable problems from a tiny minority of parents. Reported cases include a mother with a history of violence against teachers, who took to hurling abuse at black children through classroom windows; and another mother who took to invading the school to berate the teachers in her nighties (Cullingford, 1985). These attitudes and similar ones abound in almost every locality in all countries. Involvement of such parents could produce negative effects on both the school and the children. Parents as pressure groups whether individually or as an association can therefore be either positive or negative. While schools today welcome parents both into school and their classrooms and the whole school areas, they have to be on the look out for potentially disruptive parents, who may only come to the school as trouble-makers. There are also situations where the school may come across uncompromising demands of one parent for more information and curriculum change. Cullingford, has also reported the case of a headteacher who came under fierce attack from a small group of parents when he de-streamed his school, where the parents were of those of the A-stream children, articulate and formidable as a combined voice. Such pressures can sometimes lead to a change of policy by either the head or even the local authority. On the

other hand it may even sometimes lead to a head or teachers resigning, due to such pressures.

Winkley, (1985) has reported that

"I can quote, too, the case of a head who resigned from a middle-class school near a university where a 'spokegroup' of parents took to monitoring the school's performance themselves, questioning every move the head made to shift away from the academic rigidity imposed by 'preparing the children for the grammar school'" (Winkley, 1985 p.74).

The professionals may have sound reasons for being a bit cynical about allowing partnership with parents, when they find themselves facing such individual and subgroups of parents.

Teachers are therefore faced with a dilemma:

"We're often told such and such is the parent's view - but which parents and ;which view are we supposed to follow - It seems to me there's a point where the professionals need to hold parents at bay - or at least to speak for what they see as their wider interest" (Winkley, 1985, p.75).

While the headteacher can wisely use a group of parents to his advantage, and to the advantage of the school, it is also true that a group of parents can and does present a threat to the professional authority of the head of a school in a community. These threats and pressures mostly happen at the primary rather than at the secondary level as was pointed out by Brighouse, (1985), this is probably because the level of skill and knowledge required at primary school is within the competence of most parents. However, in a few cases there is real substance in parental complaints. Sometimes individual or groups of parents may bring pressure to bear on certain issues because they are not aware and have not been told of the correct complaints procedure, (Bush et al, 1980).

One of the basic reasons for parents' complaints is the gulf which can exist between the interests of parents and the interests of professional educators. More explicit and insistent demands made on the school today, and these may be expressed by individual parents who are informed of their rights and exploit them to the full. It is not unknown for a head to receive two different sets of parents within the same morning, one to complain that their child is receiving insufficient academic training, the other to complain of insufficient social education. It is therefore not uncommon to have parents as pressure groups other than the formal and traditional PTAs, Parent Associations and Friends of the School, whenever certain

issues crop up. Such pressure groups vanish as soon as the issue at stake is resolved. They can be seen therefore as ad hoc pressure groups. The case of the Dewsbury parents who formed an *action group* to challenge their local authority's attempts to send their children to a local Church of England school where pupils were predominantly Asian (Fairhall, 1987), the campaign against a proposed closure of an Inner London Education Authority's Suffolk boarding school by parents and teachers, and the concern of parents for newly employed teachers in inner London, which led them to occupy a school to highlight the crisis over vacancies and asking for accommodation to be found for the first six months of a new teacher taking up a post (Bayliss, 1987), to mention but a few, are all cases which ignited parents to form ad hoc pressure groups.

Such pressure groups which are initiated by single issues however, sometimes lead to the formation of parent associations or PTAs when teachers are involved, particularly where such associations do not exist, and it may well end there and then. While most research and other documents have been on the positive side of parental involvement, it is pertinent to note that there is also the adversary involvement of parents in schools, as highlighted by Barth (1980). Adversary parental involvement includes activities of parents that criticize, judge, or attack what the school is doing and attempt to bring about changes by any means possible. But as pointed out by Barth, the number of adversary parents varies according to the health of the school and the nature of the community. It is when such parents are angry, outraged, and feel powerless and unable to effect changes, that they tend to form ad hoc pressure groups, thus employing whatever power they think they can command. The issue of adversary parents needs a deeper study to find out the broader causes and how to remedy the problems. However, PTAs, whether locally or nationally have not shown any evidence of being involved in the classroom or the curriculum or even interfering with the school management procedure. However, individually and/or sometimes as a small group, they have participated in various classroom activities and the curriculum. The following section reviews parental participation in the classroom and the curriculum.

Parent Participation in the Classroom/Curriculum

Parental participation in the school varies from active and physical participation to the moral sharing of the same objectives of education with the school. The welfare of the child is the central purpose of the partnership between parents and teachers, family and school as expressed by Macbeth (1984). Parents who have no children in schools may have less interest in what goes on in the school and the classroom in particular. The degree of parental access to the school in general, and the classroom in particular, provides signs of the extent to which a school sees parents as an integral part of the school community, (Macbeth 1984). Traditionally, teachers have stood in *Loco Parentis* (referred to earlier) which, as Mitchell (1985), expressed, implies that parents were to be excluded from the formal education processes of schools. But educational theorists now through research and various studies have long advocated that teachers and parents should be partners in the educational process of the child. Parental involvement advocates such as Joan Sallis, Patrick McGeeney, Roy Long, Lawrence Green, Don Davies and a host of others have all shown the educational benefit on the part of the child when parents are allowed to actively share the experience of the teacher in the educational process. Mitchell (1985), has shown that one of the essentials for educational advancement of children is a close partnership between parents and teachers.

Various parental involvement activities have been outlined by different researchers. Some activities take place in the school premises such as in the classroom, library, laboratory, PE hall, swimming, art and craft room etc. The researcher has witnessed the practical involvement of parents (mothers) in a school library, hearing children read and accompanying children with a teacher to sporting activities. The research also held discussions with the parents involved and the teachers whose classes were also involved and both parties were very happy with what achievements had been made educationally. From all indications the children were very happy with their parents being present. The parent mother who was involved in hearing children read explained that some of the children when she started with them in September, 1986 could not read well and found it difficult to

comprehend what was read, but by March 1987, they could read and comprehend what they read. She felt happy about the contribution she was able to make. The class teacher expressed the same view and felt happy working with the parent in her class. In the same school however, some teachers did not welcome parents into their classroom.

Thomas (1987), reported in his study in some primary schools in one region of Oxfordshire that:

"All but one teacher had some one extra involved with them in the class for some portion of the week. Most of these extra people were parents. I should really say mothers, sure only about one in 50 session of parental help was provided by a Father" (p.13).

In Thomas's finding, parents were in fact involved in nine out of ten (90 per cent) classes for some part of the week.

The Dorset programme of *Booked by Dorset* provides further encouraging evidence of parental participation in the classroom. In this program, elected members, headteacher, teachers and education administrators plus parents all work in partnership. The *Booked by Dorset* is actually a scheme which involves parents and teachers working together to help children enjoy books and reading. It aims also to help parents to feel more confident about the way in which they can help their children. Teachers help parents through informal chats about reading, workshops, making games, and providing opportunities for teachers to work alongside children and their parents, explaining what is being learned and how the child can be helped further. The partnership between home and school has helped in removing anxieties and fosters success and trust which spills over into all aspects of school life.

The Coventry Community Education Project (CEP) is another practical step taken to bring parents into the schools, which saw parental involvement as a priority. It originated in 1971 (Macleod 1985). In the Coventry CEP parents were actually given the opportunity to share most aspects of the curriculum, the innovation therefore became popularly known as the *Family Curriculum* (Macleod 1985). One of the distinctive features of the project mentioned is that it includes family-based activities as well as involvement inside the school. This

maximised the amount and extent of parental support. The achievement of the Coventry Project has been most impressive as highlighted by Macleod, (1985).

All participation in the classroom is at the teachers discretion. Berger (1981), explained that parents will like to participate according to the teachers desires. Other parents will just like to sit and observe as expressed by one mother during discussion with the researcher that she would prefer to sit in her child's class just to observe the teaching but not to participate in the classroom activities. In this case the confident teachers as further opined by Berger (1981) will not mind. Schools acquire characteristics according to the headteachers' management style and attitudes, some invite parents to participate, while others suggest they should stay away. The changes in the society have brought changes in the way community participation and accountability is viewed. Schools as part of the society must develop policies that reflect these changes. Parental Involvement in schools is one area where the education can demonstrate its societal awareness, of the greater democratisation of institutions. Additionally, parents want to share the educational experiences of their children in a formal way. Direct parent participation in the school (classroom) life is therefore on the increase as examined by Haigh, (1975). However, the choice of parents for classroom involvement is at the discretion of teachers, while boundaries are set by the headteacher.

Who Participates in the Classroom?

Looking at the benefits derived from parental involvement in the schools, the question which arises from headteachers and teachers alike, as opined by Green, (1985), is the criteria of selection of parents to be involved and invited to help in the school and classroom. This leaves much room for teachers to examine the position. While some schools may invite "suitable" particular parents to participate, others may have a declared policy that all are welcome. The other question as put forward by Green, (1985) is "Do parents really feel they are welcome?" Parents may be given equal opportunity to be welcomed to the school, but will they be given equal treatment? If some parent's offer of help is rejected as shown by Green (1985) then not all the parents who offer enthusiastic help will be equally competent.

Some offers are therefore bound to be refused with possible embarrassment and anger. It is important for all teachers and headteachers in schools to realise that problems go with parental participation in schools. This is where careful planning for parent participation by the teachers is very crucial for the successful participation of parents.

However, parents who want to help in the classroom should be prepared to make regular commitment. Children need to get used to visitors and teachers need to plan their lessons, knowing what help they can expect and at what time of the lesson. Parent helpers are not replacing or taking over lessons but only assisting the professional teachers. This really needs to be clearly understood by all concerned including the pupils who are the recipients. Comer (1986), has suggested that a handbook in a school could be developed and maintained describing the roles, opportunities and limitations of the parent participation programme, and specify its general relationship to the school management team. This will give a good guide to both parents and teachers. Parent participation has however been found to have encouraged and motivated some parents who developed interest in teaching through parent participation and went on to college. Thus children of these parents had models of school achievement to look up to and they achieved well themselves.

As Berger (1981), observed comments from parents that they do not feel that they are competing with teachers, and for the first time, they feel that they are contributing to the education of their children. such comments are very encouraging and at least allay the fears expressed by the teachers about parental participation as competing with the professional status. Through the forming of partnership between parents and teachers, all fears of each other are allayed. When both parties focus on the child's success, with no thought of their own self importance they will make progress towards achieving an educational partnership in which they see themselves as being there to help children succeed. In order to accomplish this strong partnership schools must invite parents to participate and parents must respond to the call of the schools. While parents face teachers' attitudes in their classroom involvement,

they may also have to be cautious of teacher union who may or may not object to their involvement directly in the classroom.

Parents and Teacher Unions

Many parents' organisations have their origins in a more general belief in liaison between home and school, between parents, teachers and pupils (Macbeth, 1984). Parents and school become partners in a shared task for the benefit of the child. While the greatest interest of parents and their associations is the academic progress of the child the various teacher unions have other major interest, such as the interest of their profession and the welfare of their members. The attitudes and how the teacher unions relate to parent associations is of paramount importance in the educational development of the child in the school. When teachers unions go on strike for several weeks defending their profession and welfare, children normally suffer and parents become concerned. Teachers now seem to be relinquishing their place of 'in loco parentis' as pointed out by Cullingford (1985), and are retreating to their invulnerable authority as teachers and passing the 'pastoral' work back where it is assumed it belongs, to the parents.

Even when teachers unions defend the welfare of staff, they continue to be the custodians of the children in their care. The question is 'does the teacher stand to gain personally from increased partnership with parents?' Macbeth (1984), has pointed out that since the benefits are mostly for the child and the family, benefits to the teacher may perhaps be limited to enhanced status in the eyes of the community. The issue of increased partnership with parents therefore may provide a test of whether teaching is a profession or a job. The unions may thus view parental involvement as threatening to the 'profession'. If on the other hand the day-to-day work of the teacher includes home-school liaison, then working with parents in partnership becomes part of the professional obligation. Although the NUT asserts that the teacher has a professional role which cannot be fulfilled by non professionals (NUT, 1987), it has supported the involvement of parents in their children's education. The NUT stated that it was the Union's view that all teachers should consider how best they can work with the

parents of their pupils (NUT, 1987). The NUT further offers some examples of areas where partnership with parents might be particularly helpful. The following areas were considered worthwhile:

- Preparation for school
- Language development
- Mathematical development
- Careers and Examinations
- Special Educational Needs
- Explaining the curriculum

Whatever the view of the NUT, it is still left to individual teachers and various sub-unions to put such views into practice, and under their own supervision. This has been outlined in the NUT's position on parental involvement:

"The degree of parental involvement in the classroom should be determined by the professional judgment of the individual teacher, in consultation with the headteacher and colleagues. Each teacher should be able to choose freely whether or not to use parents' help in the classroom". (NUT, 1987 p.5).

While PTAs are among the major avenues for parental involvement, which are not limited to any individual or group and in number, the involvement of parents as governors is limited and structured. The number of parents per school is restricted by legislation. They have certain powers and responsibilities which are vested on them by the legislation.

Parent Governors: Powers and Responsibilities.

The 1944 Education Act legally required all maintained schools to have governing bodies, following from the examples of independent schools which for over a hundred years had commissioned governors to ensure the effective running and maintenance of their schools. School government up to 1986 was therefore regulated partly by the 1944 Act and the Model Article Made under that Act in 1954, and partly by the relevant sections of the Education Act of 1980 and the Education (School Governing Bodies) regulation 1981 made under section 4 of the act (Sallis, 1987). The 1944 Act required all primary schools to have managers and all secondary schools to have governors. With the 1980 Act all were required to be called governors and their constitution and function set out an Instrument of Government and

Article of Government respectively. These terms came into use with the 1980 Education Act. The 1944 Act provided that in county schools members of governing bodies should be appointed by Local Education Authorities (LEAs) which has wide discretion in establishing their composition and procedures. The LEAs were allowed to group schools for this purpose, and grouping was widespread covering handfults or in extreme cases hundreds of schools. In voluntary schools, a precise balance of governors appointed by the LEAs and school's foundation respectively was prescribed, $\frac{2}{3}$ foundation and $\frac{1}{3}$ LEA in aided schools and special agreement schools and $\frac{1}{3}$ foundation and $\frac{2}{3}$ LEA in controlled schools (Sallis, 1987).

There was no legal requirement to have parent or teacher representatives in county schools. Both began to be increasingly common from the late sixties. Parent governors have existed for some years, but the potential importance of their role is being recognised rather slowly. In voluntary schools, teachers could not legally be governors at all before 1980, and parents could be involved only unofficially as observers. The 1980 Act as explained by Sallis (1987), provided that in general, schools should have individual governing bodies. All schools should have two parent governors both elected in the county schools and one elected and one part of the foundation group in voluntary schools. All schools must have teacher governors, one in schools of up to 300 pupils, two in larger schools. The headteacher may be a governor if he/she so wishes to be. The election of parent governors does not have to be confirmed by the LEA as was formerly the case in some areas. In addition to this, they cannot be dismissed by the LEA, and there is nothing in the Act to show how parent governors could be removed during their tenure of office, unless they no longer have a child at the school (Bullivant, 1981).

The 1984 Green paper, "Parental Influence at School", Taylor (1986), went much further than the 1980 Act. It suggested that parents should be in a majority on the governing body. This suggestion was opposed by almost every educational organisations in the country including the parents themselves in the respective parents organisations. The reasons for opposing the

suggestion were that the governing body ought to be a partnership of all those interested in the school, hence it should not be dominated by any one group. The 1985 White Paper *Better Schools* withdrew the proposal, and the 1986 Education Act came out finally after receiving the Royal Assent on 7th November, 1986 to become the Education (No.2) Act, 1986. Elected parents now make up 1/3 of the total number of governors in county, voluntary, controlled and special schools, (See Table 3.0). There was however no change from the 1980 Act proposed for voluntary aided and special agreement schools. (Taylor 1986).

Table 3.0 Composition of Governing Bodies for County, Controlled and maintained Special Schools of various sizes according to the 1986 Education (no.2) Act, Part II Section 3.

Governors	Number of Pupils			
	Up to 99	100 - 299	300 - 599	600 and above
LEA Governors	2	3	4	5
Parent Governors	2	3	4	5
Teacher Governors	1	1	2	2
Headteacher	1	1	1	1
Coopted or for controlled school Foundation/Coopted	2/1	3/1	4/1	4/2
TOTAL	9	12	16	19

In all cases the headteacher is included if he/she wishes. The composition has given the minimum of nine and a maximum of 19 governors, while the number of parents and LEA representatives are equal. This composition differed slightly from the proposed one in the

Green Paper in the number of parents being reduced. Compare Tables 3.0 and 3.1 to see the difference.

Table 3.1 Proposed composition of Governing Bodies by the Green Paper (Edited Version).

Governors	Number of Pupils			
	Up to 99	100 - 299	300 - 599	600 and above
Parents <i>or for voluntary controlled schools:</i>	3/2	3/3	5/3	6/4
<i>Parents/Foundation</i>	5	6	8	10
LEA <i>or for primary schools in Shire Counties & Inner London</i>	1/1	2/1	3/1	5/1
<i>LEA/Minor Authority</i>	2	3	4	6
Headteacher	1	1	1	1
Teachers	1	1	2	2
TOTAL	9	11	15	19

The minimum and the maximum numbers of members of the governing bodies remain the same while the number of parent governors was reduced from 5 to 2, 6 to 3, 8 to 4, and 10 to 5, for the LEA. Part II section 4 of the 1986 Act re-enacts the relevant provision of section 2 of the 1980 Act and sets out the number and categories of governors for aided and special

agreement schools. Foundation governors with at least one being a parent of a pupil at the school, will be in the majority. Other governors will be parents, teachers, the headteacher and LEA representatives.

The 1986 Education Act vested powers and responsibilities to parents. There are now more parents on the governing board than used to be, sharing an equal number with the LEA representatives. This means they now have more voting power and more voice on the board. In county and voluntary controlled schools, no one interest is dominant, but in voluntary aided schools the foundation governors have a small majority over other groups (Sallis, 1987). However, the 1986 Education Act has given certain powers and responsibilities to governors, the implementation of which was introduced in stages. For most schools, the role of governors in the 1986 Act became operative as from 1st September 1988. As from this date, the new governing bodies started sharing in all aspects of the life and work of the school (Sallis, 1987). These aspects include:

- curriculum
- finance
- organisation
- staffing
- discipline

The governing bodies become accountable to parents and gave parents some opportunity to discuss the governors' stewardship, and the general affairs of the school. Their new powers are however partially controlled by the LEA as well as the parent body. The headteacher, however has his powers to exercise since he is responsible for the day-to-day running of the school. The new powers also mean considerably more involvement in the work of the school. In this situation there is the need for governors to be well-informed, thoughtful and supportive of each other as highlighted by Sallis (1987). It is no longer a lonely job for only two parents. There are a maximum of five parents on the governing board depending on the size of the school. The article of government which is concerned among other things, with the manner in which schools are to be conducted and the allocation of functions between the

local education authority, the governing body and the headteacher (1986 Act) outline the new powers and responsibilities of the governing bodies (see Appendix B for more details of the Articles of Government). Governors are elected, nominated or co-opted as the case may be, according to the 1986 Education Act, parents are however, to be elected by their fellow parents.

Election of Parent Governors

In the election procedures, parent governors will normally be parents of registered pupils of that school, elected by their fellow parents by secret ballot (section 15 of the 1986 Act), under the arrangement made by the LEA in county or controlled schools (Taylor 1986), and by the governors of aided schools. The 1986 Act (Section 15) specifies that no one, under the age of 18 will be eligible for election, appointment or co-option as a governor. This section further specifies that care must be taken by those concerned to communicate effectively with parents about all arrangements. Provision must also be made for the ballot papers to be returned by post or by child if parents prefer (Bullivant 1986, DES 1986 and Taylor 1986). In some exceptional cases, parent governors may be appointed by the other governors. This is where the school is a boarding school or a hospital school, and the LEA considers it impracticable to hold elections or in ordinary schools where there are unfilled vacancies and insufficient candidates. The 1986 Act Section 5 says:

"...Schools where insufficient parents stands for election as parent governors or where the LEA decides that elections are not practicable for either a hospital school or school where at least half the pupils are boarders. In such cases the other governors will appoint the necessary parent governors from among persons who have a child at the school, of failing that, children of compulsory age. They may not appoint an elected member of any education committee of the authority" (DES, 1986 p 4).

The Role of Parent Governors

The 1986 Act might have come as a relief to some parents in so much as they are now given prominent roles to play and more say in the running of schools, having equal representation on the boards as the LEA members. To the headteachers, it appears as if this is more a threat to the school administration and teachers than a blessing. Sections 30 and 31 of the 1986 Act

which came into effect on 7th January, 1987, require the governing bodies to prepare annual reports on their stewardship for distribution free of charge, to every parent. The reports are also required to contain names of all the governors with their terms of office, and details of how they were appointed and whom they represent. In addition to this information, the school's examination results, financial statements and information about steps taken to improve community links have to be included, (DES, 1986 Section 30).

After the annual report, there follows the annual general meeting of parents, at which the report and other aspects of the school life are discussed. Parents may pass formal resolutions on matters for the attention of the LEA, governing body or headteacher (DES 1987). Some headteachers have started expressing their observations on the question of the annual general meeting and the issues of accountability (Sutcliffe 1987). While the meeting affords parents the opportunity to discuss the discharge by the governors, the headteachers and the LEA of their functions, Sutcliffe felt that it was wrong, that one of the partners to whom the school is accountable the parents should be singled out above the others in the way that is done by these two sections (30 and 31). Sutcliffe (1987), also expressed that schools are not companies and the parents are not share holders and that there are many other good ways of drawing parents into the running of the schools all of which can do much more to foster parent-teacher relationships.

Sallis (1987), has called upon teachers to be positive in the implementation of the 1986 Act.

She argues that, with teachers' support :

"...we could have had our partnership 10 years ago and much that has since bedevilled us might not have happened. It is not too late. The alternatives are in any case stark. Whatever one thinks about the idea of governors as agents of accountability it is hundreds of years old stretching back long before education for all was in sight. It represents a deeply rooted tradition that the precious light of ordinariness must be allowed to shine on expert affairs" (Sallis, 1987 p 4).

It has been suggested therefore (Sallis 1987), that it is the teachers attitudes which will determine whether the 1986 Act is a destructive force or a protection for schools. The

National Union of Teachers (NUT) has made a similar call to all teachers to give support to the parent governors and the 1986 Act.

The question that baffles both parent governors and teachers is whether they are parent representatives or representative parents. Many parent governors have found themselves trying to answer this question. Evidence from the "Parent Governor Guideline" page of the ACE Bulletin is a clear indication of this bewilderment. This page is always full of questions from parent governors, particularly newly elected ones as to whether they are parent representatives or representative parents. Joan Sallis, who is a strong parental involvement advocate, in her special column for parent governors in the Times Educational Supplement, has been guiding and advising parent governors on their roles and responsibilities and their relationship with headteachers and the parent bodies. Certainly a parent governor is not a parent delegate at meetings, but at least his/her job to listen to and to act with as much awareness of parent views as possible, also to explain school policies to parents and perhaps remove misunderstandings (Sallis, 1983).

The parent governors can be a direct line of communication between the school and parents as highlighted by Taylor (1986), though schools may very much prefer that any individual problem should be brought to the head and staff first. But this will be where the school has the open door policy for parents. Parent Governors bring the views and experiences of parents to the governing body. They cannot claim to speak for all the parents perspective to the governing body's discussion. Although parents should go to the school first as preferred by headteachers, if they have any problems it is much easier to talk about their worries to one another. Parent governors, (particularly newly elected), often feel at a disadvantage when they are not given any training for their job. Fortunately the 1986 Act has stressed the importance of training for governors although it has been left to the various individual local authorities to implement. Section 57 of the 1986 Act states that:

Every local education authority shall secure -

- a) that every governor of a county, voluntary or special school maintained by them is provided (free of charge) with:
 - i) a copy of the instrument of government, and of the article of government, for the school.
 - ii) such other information as they consider appropriate in connection with the discharge of his function as a governor; and
- b) that there is made available to every such governor (free of charge) such training as the authority considers necessary for the effective discharge of those functions.

The new tenure of office of governors has even made the proposed training more beneficial to both governors and the school, since the governors will stay longer to see that what has been learnt from the training is put into practice. Section (8(2)) states that:-

The instrument of government for every county, controlled and maintained special school shall provide for each governor, other than one who is an ex-officio governor to hold office for a term of four years.

This gives governors, particularly parent governors who are elected, opportunity to perform and be evaluated to see how much they have done. Governors have however an option to resign if they so wish. It is also open to parent governors to complete their term of office even after their child might have left school. However, teacher governors become ineligible once their contract of employment ceases. It is of interest to know that governors still stand the chance of being re-elected (in case of parents), providing their child is still a registered pupil of the school at the time of their re-election, or appointed for a further term of office. There is therefore the possibility for a governor (elected or appointed) to serve for a maximum period of eight years on a governing body.

The National Association of Governors and Managers (NAGM) estimates that there are currently 250,000 governors in office, and around a quarter of those are doing the job for the first time. Of these 250,000 the NAGM guess that only 5 per cent have had any sort of training. One governor in four has no experience and only one in 20 has any training. The new governors whether parents or not, need to learn, while old hands who might have

returned may not need this (Baker 1987). The 1986 Education Act (Section 57) lays a new duty on LEAs, to provide free of charge, appropriate information and training for school governors (DES, 1986). This will at least prepare them to face their responsibilities as school governors. The Open University has also produced a short course programme to help train governors. Mullen (1983), in her two year project in Liverpool found that some parents face certain problems and suggested ways in which they could be helped. The proposed training programme under the 1986 Act could be a good way of providing such help. The problems include status and role, election to the chair, staff appointments, raising points, confidentiality, communications with parents and election. If parent governors are to be effective rather than mere token representatives as expressed by Mullen (1983), they must be confident in their positions, aware of their rights and responsibilities, and have meaningful access to the parents who elected them.

Governor's Responsibilities:

Parent governors are full members of governing bodies in partnership with the LEA, teachers, parents and community. A number of parent governors sometimes find it difficult to cope with the dual role of being parent and parent governors particularly in their dealings with headteachers. According to Mullen, (1983), such parents fear that their interest may be misinterpreted as an attempt to procure some form of advantage for their own children, or that if they speak their minds it may prove detrimental to their children. Whatever their fears and anxieties, parent governors are expected to play their roles as members of governing bodies, abiding by their articles of government.

The articles of government lays down the responsibilities and roles of governors which every member of governing bodies should be conversant with. The execution of these documents may vary from one school to another and from one LEA to another, according to the schools locality and the members of the governing bodies. Usually the duties and responsibilities of governors will include:-

- (1) General oversight of the conduct and curriculum of the school.

- (2) Participation in the appointment, promotion and dismissals of staff.
- (3) Deciding dates for the school terms and holidays
- (4) Overseeing finance and approval of budgets and estimates.
- (5) Suspension of pupils.
- (6) Communication with parents through
 - (a) Annual report
 - (b) Annual parents general meetings.

In view of the new roles and responsibilities of the governors as outlined in the 1986 Act, the governing bodies, the LEAs and the headteachers are drawn out. All three sections are required to work together cooperatively for the smooth running of the school. The LEA has, however, the professional and supervisory role in the running of the schools. The headteacher has the option of being a member of the governing body; but in whatever capacity he/she finds him/herself, whether as a member or not, he/she has the right to attend all governors meetings, at least to present reports to the governors about the school.

According to the Education Reform Act (DES, 1988), the 1986 Education Act strengthens the governors role in the running of the school and makes them directly accountable to parents through an annual report and meeting, as defined in the article of government. The 1986 Education Act further allows governors to make key management decisions in consultation with the headteacher, and sometime with the LEA. The 1986 Education Act rescued the governors from their previously unspecified roles stipulated in the 1980 Education Act which did not create an equal partnership, but merely required all schools to have two parents and one or two teacher governors, plus the head if he/she wishes (Sallis, 1987). The 1980 Education Act said nothing about governors' functions. So according to Sallis (1987), they remained subject to local interpretation of the DES model; and it was open to LEAs to maintain their majority which most did. The 1986 Education Act therefore brought a new degree of order, fairness, and openness to governors' work (Sallis 1987). Governors become accountable to parents through the annual reports and the annual general meeting of parents.

Governors' Annual Report and Annual Parents' Meeting

At the end of the 1986/87 school year, governing bodies gave their annual report and convened annual parents general meetings. Annual general meetings and governors' reports were reported in 26 schools (Meikle 1987), but with a very poor turn out of parents. According to Meikle in only at two out of the 26 schools was a 20 per cent quorum reached, allowing the meeting to pass resolutions for consideration by the governors, headteachers or LEA. In considering the poor turn out, Horn (1987), argued that such parents must either be satisfied with their schools or they are apathetic. They are also required to respond to resolutions passed at that meeting. There is therefore a bond between the head and the governors to work together, since both will face the parents as the main organs for either the success or failure of the school.

The poor attendance of parents at the first annual general meeting abound here and there all over the country (Wragg 1987). The NFER (Earley 1988), reported similar situations whereby in one metropolitan district, parental attendance varied from zero to 70, with eight schools who attracted no parents, including a comprehensive with a roll of 850. New changes always face difficulty in being accepted and implemented, hence parents, teachers, and governors all have their respective fears and anxieties about the new Education Acts of 1986 and 1988. It was also reported that of 25 schools meetings in five local authorities in the South Midlands and outer London only one - a primary school of fewer than 100 pupils - attracted 20 per cent of parents (TES 1987). It was reported that most meetings were boring, badly attended and designed to stifle discussion. The TES (1987), pointed out that other anecdotal evidence in recent weeks indicates that the picture is the same countrywide. According to Sassoon's, (1987), the meeting he attended was a bitterly disappointing experience. He noted that the parents present just about outnumbered the 11 members that comprised the governors. There were only 15 parents compared to an expected number of about 1,000 parents. Unfortunately of 15 parents, the majority were Labour party activists, the meeting therefore became a political battle ground.

A new survey, evaluating the first annual meeting reported by Sutcliffe (1988) and Earley (1988), examined the failure of meetings, Sutcliffe put it as:

"Boring... a waste of space...acrimonious... an inane and useless exercise..hostile, political and demanding,,a well-conducted non event...."
(Sutcliffe, 1988, p.16)

According to Earley

"...the general picture, especially regarding attendance, is a rather disappointing one", p.11.

Despite the poor attendance however, some heads thought the meetings had been a valuable and supportive occasion, (Earley, 1988). This was a common view supported by the majority of responses obtained from a local survey on the impact of 1987 annual school meeting with parents. In the survey some 56 per cent of governors from 88 schools in two counties expressed negative reactions to the annual meeting. it was found (Sutcliffe, 1988), that the best attended meeting attracted 150 parents. While the government is likely to argue that attendance at meetings will increase as parents become more aware and get used to having a say in running schools (TES, 1987) Sutcliffe put forward the following suggestions gleaned from governors, which are likely to improve the attendance of the meeting.

- a) creche facilities for parents with children.
- b) linking the meeting with open days.
- c) mounting advertising campaign.
- d) providing refreshments.
- e) reports to be well-written, the more attractive the report the more parents are likely to want to come and discuss at the annual meeting.
- f) avoid scheduling meeting against other major interesting events or interesting TV programmes. Choose a good date and time.
- g) ensure that the report is sent to the parents with an invitation to the annual meeting, addressed in such a way as to appear interesting.
- h) a personal invitation from the chair of governors in straight-forward language is better.

There is need to add more flavour to the annual meetings of parents. Governors who value parents' opinions might consider adding such elements in question form as suggested by Wragg (1987) for example: We are thinking of changing the policy on school uniforms because many parents have complained about the high cost. Would parents like no change, a cheaper and simpler form of uniform, or no uniform at all? or perhaps an opportunity to sample the school curriculum? any thing that could arise and sustain the interest of the parents. There is also the need for more persuasion and perseverance in order for parents to see the need for attending the annual meeting and how they can contribute to the success of the school. This is particularly important now that parents have been given more say in the government of schools.

School governors are meant to see to the successful running of the school, while the headteacher is appointed to see to the day-to-day running and administration of the school. The governors and the heads have one common objective however, the educational achievement of the children under their care, and also to ensure that the school succeeds in all its activities. Good relationships between the governors and the head go a long way in achieving this common objective. In establishing good relationships, the majority of governing bodies have been found to be broadly supportive of their schools (Baker, 1987). However, the 1986 Education Act has substantially increased the numbers of inexperienced parent governors with a vested interest in the way the school is run. Despite the fact that cooperation and partnership should exist between heads and governors, there have been reported cases where the growing conflict with governors leaves heads reeling and rolling (Baker 1987), for example three heads found themselves removed of their headship because they fell out with their governing bodies. All the three were experienced heads with an average of 16 years in the job. Among the three heads one resigned, one took early retirement and one removed and went out of teaching completely. Many heads now fear strained relationships with governors due to the recent additional power vested upon parents and governors.

The new measures for longer terms of office for all governors in the 1986 Education Act may bring heads and governors closer together. There may be fewer cases where an outgoing set of governors appoints a head who is disapproved of by an incoming set. The question of governors' control over the curriculum and the annual report and general meeting are causing some concern for headteacher and teachers. If however the LEAs, governing bodies and the headteacher can only appreciate their roles and responsibilities, and respect for each others roles, then partnership and good relationships will be firmly established, and misunderstandings diminished. With such clear understanding of responsibilities, the sharing of school objectives, and the interest of the children in the school, relationships should be strengthened, each partly supporting the other, heads will not roll and greater achievement will be made. The National Union of Teachers has recommended in the more recently published book *Pupils, Teachers and Parents* that its members adopt a welcoming and supportive attitude to parent governors ACE (1987):

- Schools have a useful role in encouraging parents to offer themselves as candidates.
- Where education meetings are to be held, schools should ensure that these are well advertised.
- It is important to involve all parents and to make sure that parents know of the results.
- The school has an important part to play in helping parent governors to understand and fulfill their responsibilities.

It is very encouraging to know that the largest teachers union the NUT, view parent governors in such a positive light. Parent governors should also reciprocate this gesture by giving their full support to the schools and their heads whereby fears and reservations about governors and their powers could be removed and partnership coupled with mutual relationship could be established. The schools can achieve their set objectives only if there is respect and understanding between all the parties concerned with education of young children.

Conclusion

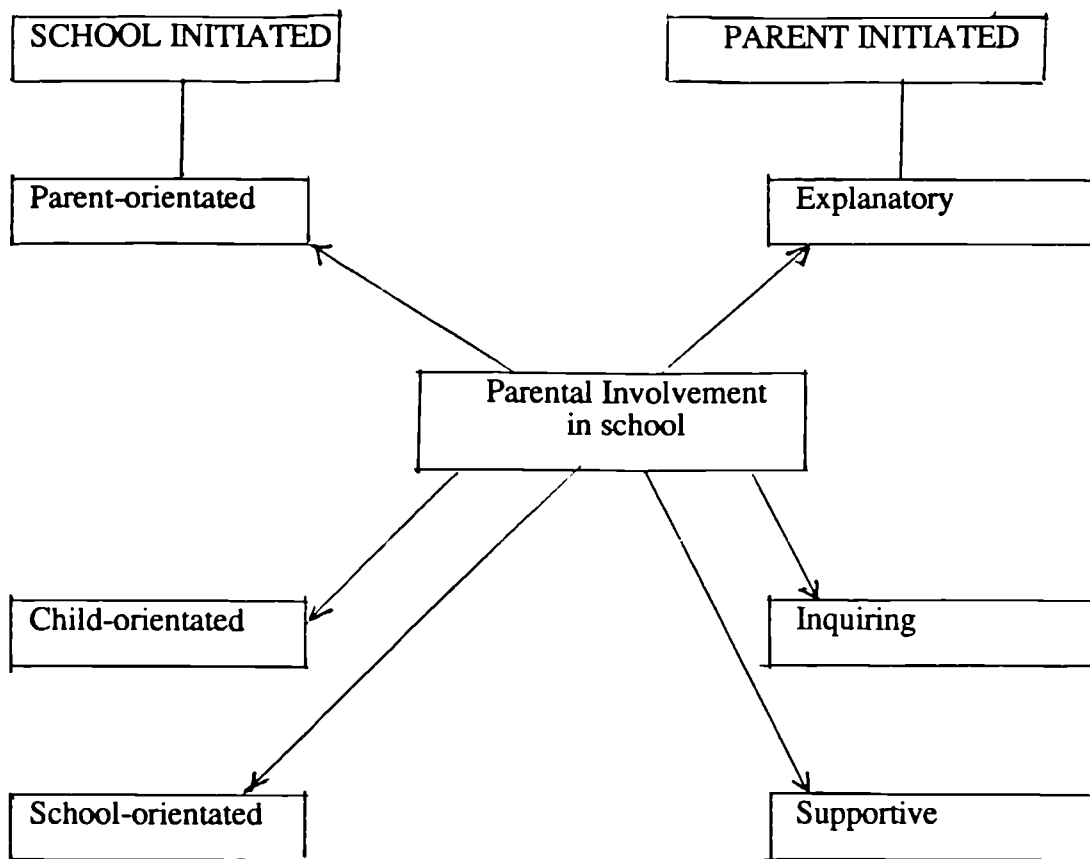
The focus of this chapter has been to look at the development of parental involvement in schools and to discuss some of the main findings and conclusions of research which are both related to and relevant to the study being undertaken by the researcher. The salient points which have emerged from this chapter are:

1. There are proven positive relationship between home, school and the community.
2. Significant contributions are made by parents, both educationally and financially, for the smooth running of the schools.
3. There are significant achievements in children's performance in schools, particularly in reading.
4. Parent governors have significant roles to play in the development and encouragement of parental involvement in schools.
5. There are significant differences in parental involvement between primary and secondary schools.
6. Up to the present time there are still several schools that have not yet embraced parental involvement practice fully. They continue to pay lip-service.
7. Schools that have established parental involvement practices seem to have good relationships with parents.

However, the work that has been done so far in this field of parental involvement shows that improved cooperation between parents, teachers, and school has an enormous beneficial effect on the child's school performance. The categories of parental involvement can be summarised in two broad areas however, parent-initiated involvement and school- initiated involvement. Parent-initiated involvement may include anything that is purely explanatory, inquiring or supportive, where a parent contacts the school to offer assistance in some way (Harris, 1980). The parent-initiated involvement is still subject to the approval of the school. Even when parents are anxious to contribute in several ways the headteacher/teacher has the final say.

The other category of involvement is school-initiated involvement. This can be parent-orientated, child-orientated or school-orientated. Parent-orientated involvement is designed to provide a service for parents from which they may benefit directly, for example, social events, concerts, plays, open evenings etc. Child-orientated involvement focuses on the children themselves (Harris, 1980). School-orientated involvement on the other hand focuses on those activities intended to benefit the school as an organisation for example, activities such as fund-raising, appeal for materials for practical craftwork, or request for assistance with various work in the school. Figure 6 illustrates this summary.

Figure 6 : Categories of Parental Involvement in School



(Adapted from Harris 1980)

Parental involvement in schools can however be viewed from two different angles. The local authority and the government may see parents as a pressure group particularly when they stand against certain policies of the authorities, such as closure or merger of schools.

Teachers and headteachers may on the other hand see parents and parent organisations as supportive, conciliatory or as trying to control them, hence interfering into their professions.

Brighthouse, (1985), has identified three different strands of parental involvement in schools, these are:

- 1) The legitimate interest - group involvement of parents or their representatives such as PTA or Parent Associations or similar bodies.
- 2) The allied point of the parents being a captive support group to provide additional resources in money or kind. This is already explained in the school-initiated involvement.
- 3) The increasingly interesting feature of the role of parents as joint educators in their own right.

Whichever way parents are viewed, they fall into all the three strands depending on the circumstances and who is making the assessment of the parental involvement. In one instance they may be a pressure group in the school or the local authority, at another time they may give all the necessary support, while on the other hand they can turn out to be joint educators. No matter what situation parents find themselves in or how they are viewed, the basic objective is the interest of their children. The second part of this chapter will review the role of supplementary schools in the education of ethnic minority children. Supplementary schools are being seen as avenues for parental involvement from ethnic minority parents. While most parents from the host society are involved in the mainstream schools in the primary and secondary schools, ethnic minority parents are more involved in supplementary schools where they feel more confident and consider such schools to be "*their*" schools.

Section Two

Supplementary Schools in Parental Involvement

Introduction.

The preceding sections examined parental involvement in relation to PTAs, parent governors and parent participation in the classroom/curriculum, looking at what parents have been able to contribute to the education of their children. Research and studies by educationists, educational administrators, parental involvement advocates, university lecturers and other interested organisations and institutions such as the ACE, NCPTA, Home and School Association, have all pointed to the positive effect of parental involvement regarding the education of children. The review so far has shown that parental involvement has been of significant benefit to the educational development of the child. It has also revealed that home-school relations built between teachers and parents have contributed to the educational system.

While considering the fact that children have/are benefiting from parent-teacher relationship through parental involvement in schools, the extent to which ethnic minority children enjoy these benefits has not received consideration. Despite much improvement in home-school contact and parental involvement in schools, minority parents' involvement is still at a critical phase. A number of minority homes have lost confidence in the school system (Lashley, 1985). They question the ability of schools in educating their children in accordance with the principles of equal opportunity and racial justice. They expect more of a good deal from the education system than even the white parents (Tomlinson, 1984). Afro-Caribbean parents in particular seem to be most affected and are now more vocal in expressing their disappointment and dissatisfaction with schools. Various reports such as Rampton (1981), Swann (1985), and Eggleston (1986) continually label their children as academic "underachievers". A wide gulf in trust and understanding therefore appears to be growing between schools and minority parents' homes (Tomlinson, 1984).

Most parents, regardless of ethnic group and socio-economic class, view education as a vehicle for ensuring their children's future success in life (Weir 1986). As minority parents become familiar with the English educational system, more and more groups are voicing their concerns. When minority parents sent their children to school in the early 50s and 60s it was with absolute trust and confidence in the system. Unfortunately, many parents were disappointed and their expectations of what schools actually offer were shattered. Parents became disillusioned with the lack of educational progress of their children in mainstream schools. Patterns of examination results such as the GCE ordinary level and Certificate of Secondary Education (CSE) (GCE O-level and CSE are now replaced by GCSE as from 1988) were not satisfying to the parents or the children themselves, because the children did not perform as expected by their parents. Afro-Caribbean communities "feel that the education system has failed to deliver adequate education to their children for two generations" (Hackney Report, 1988, p 42).

Parents were surprisingly shocked when their trust, confidence and expectations were not matched by the results of their children in schools. The subsequent performance of their children was not expected. Parents have for long respected and trusted the teachers such that they did not bother themselves as to what was happening in the schools. The involvement of minority parents in planning, rather than merely co-operating with what schools do to educate their children is minimal (Bhachu 1984/85). Their views on what they want from education, its forms and its aims are not widely canvassed, whatever ethnic minority group they belong to, (Stopes-Roe & Cochrane 1985/86). While parents generally need a welcoming attitude from teachers, so that contact between the home and school can be maintained, teachers need to open their schools to all parents irrespective of ethnic background. Instead, teachers hold stereotypes or negative beliefs about minority parents and their children as pointed out by Tomlinson (1984). Some even felt threatened or defensive in their contacts with minority parents. Where such beliefs exist, it is difficult to develop a positive parent-teacher relationship. Both teachers and parents need to accept each other on trust, with the

confidence and respect that each will benefit from the other. Tomlinson has expressed the view that teachers play a key role in meeting the needs of minority children and in developing multicultural approaches in their work. This can not take place if teachers do not see minority parents as partners in the education of their children in the same way they see the majority white parents.

The successful education of minority children depends, to a great extent on co-operation, collaboration, communication and mutual understanding between parents and teachers. Home, school and community relations are a crucial area of interest to educationalists. These relationships must be improved if minority children are also to benefit from a fair and equal education. At all stages of primary and secondary education, parents need to be closely and fully involved. This is because both teachers and parents have realised that the foundation and achievement at the secondary school level is laid at the primary level. Although active participation declines as the child moves from primary to secondary school as discussed in the preceding sections, interest in the child's education continues to grow with varying emphasis. Parents therefore need to be involved in the educational choices their children will make and be aware of the implications of such choices, particularly at the secondary level.

When parents can not come to school because of their hours of work, home-visiting is an invaluable form of contact with such parents. The school should be a focus for the community and parents in particular. All ethnic groups, whether majority or minority should feel welcome. Their contribution in whatever capacity should be valued as far as they can enhance the child's learning experiences. If they are involved in the school and feel welcome, they will be able to articulate their concerns to the teachers and the headteachers in the schools. It is suggested, (Hackney Report 1988), that parents be invited to contribute actively to school life, in order to strengthen parent-teacher relationship between minority parents and teachers in mainstream schools.

Parental involvement practices have been studied for over 20 years and the findings have indicated that children's learning has been enhanced through their involvement. Research in the performance of minority children has continued to show that they are not performing well enough, particularly Afro-Caribbean children, (Tomlinson 1981, 1984). If the involvement of white majority parents has been found to enhance their children's academic performance, then it could as well be applicable to minority parents and their children if they are equally involved. Minority parental involvement needs therefore special attention, particularly when the Rampton (1981), and Swann (1985), reports have both pointed to the low achievement of Afro-Caribbean children. Asian children have however been identified as performing, in general on par with their white peers. According to Troyna (1984a), headteachers and their staff have different stereotyped images of the academic potential and behaviour standards of black and Asian pupils. While the black or Afro-Caribbeans are seen as boisterous, aggressive, unable to concentrate for long periods and more interested in non-academic pursuits such as music, sports and games, art and design, the Asians are seen as being intelligent, well-behaved and committed to school work and ethic. When these stereotyped images are translated into the classroom practices, it becomes difficult for the black child to make use of the school.

Research reports (Rampton 1981, Tomlinson 1981, and Swann 1985), on Asian and Afro-Caribbean children's performance all tend to show this disparity. The NUT, (1982), is however, particularly opposed to the singling out of particular ethnic group's achievement records. This, according to the NUT, is always liable to be misinterpreted by racist elements as evidence of inferiority and superiority of particular group. This has also led to the continuous labelling of Afro-Caribbean children by teachers and peers in particular. Such information obtained should be used for purely educational purposes by schools and the local authorities, to monitor the progress of different groups. The authorities and schools should also ensure that a revision of practices and action follow any marked lack of success or under-achievement of any particular group.

Ethnic minority parents lack information and knowledge about the educational system and how it operates. With the co-operation of teachers, parents can understand the system and how it operates. This will give them more confidence to help their children in their educational pursuits. Tomlinson (1984), has pointed out how majority society parents had been hostile to the presence of minority children in what they (majority parents) regarded as "their" schools. Minority home-school encounters take place within a society marked by racial hostility and inter-cultural suspicion, rather than harmony. Where minority parents are concerned it appears the now popular parental involvement in schools is more often a repeated rhetorical phrase. Schools and teachers do not seem to be very good at informing parents about educational process. They find the concept of *Parents as Partners* difficult to come to terms with, more so with minority parents.

Even with the 1986 Education Act with more parent governors per school than before, the trend of not having ethnic minority parent governors has not significantly changed as reported by the Teacher, (1989), who cited an example of a school with about 64 per cent Asian pupils whose none of the parents was elected. The report showed that a minority parent stood for the election but was not elected. *"It's a shame our Asian candidate wasn't elected since 64 per cent of our pupils are Asians"* (Teacher 1989 p 5). Similarly, in Hounslow, they could not get ethnic minority governors (Teacher 1989). This is not however, the case all over the country, but evidence shows that minority parents are not yet fully integrated into the school system, they do not therefore participate in the policy-making of the schools, as do majority white parents. Teachers tend to regard minority parents and their children as problematic (Tomlinson 1981, 1984), and sometimes operate within a framework of stereotypes, more particularly where the children of Afro-Caribbean origins are concerned. Racial discrimination, prejudice, stereotyping, negative attitudes and disappointment faced by minorities in the school system has led them to explore alternative ways of education. The supplementary school system forms the main thrust of this alternative approach, (Jones 1986).

Emergence of Supplementary Schools.

Britain's black population is mainly from the Caribbean, India, Bangladesh and Pakistan. Together, they constitute no more than three or four per cent of the whole population (Anwar, 1982). They have the full rights of citizenship as does any other British citizen. For example, in Coventry, the Forward Planning Division of the Department of Economic Development and Planning of the City Council has estimated that there are 4,562 Afro-Caribbeans and over 24,934 Asians in the city and wards, (Coventry 1986). Ethnic minority groups in Britain want to maintain their cultural identity, religious values, norms and practices. They try to retain their patterns of family relationship, mother-tongue, beliefs, etc. They also try to adapt to other aspects of the dominant culture which they have to live with, such as language (English) and the educational system of which they have high expectations as well as employment patterns and civic life of the society (Stone, 1985). In order to maintain their language and culture and to live in majority society supplementary schools were established.

The oldest voluntary language class, a Polish group in Leicester, was established in 1950 (Commission of Racial Equality (CRE), 1982). Since then new classes in different languages and cultures as well as religions have been continually established. Several committee reports such as Rampton, (1981), and Swann (1985), have all noted the important role of supplementary schools and recommended some measures in favour of these schools. Rampton recommended that:

- a) schools should make particular effort to establish contacts with supplementary schools in their areas.
- b) LEAs should continue to look favourably on applications for assistance from supplementary schools.

The committee found that in supplementary schools, children are encouraged to work hard and made to feel they can achieve. The researcher's visit and discussion with the Principal and Proprietor of a supplementary school in Coventry, confirmed the views expressed by the committee. The Principal explained that the children really feel at home, are motivated and

encouraged. Rampton (1981), argued that supplementary schools are fulfilling an important role, and can have much to offer mainstream schools in terms of advice, on the teaching methods and materials most appropriate to the minority children's needs. It was further recommended that there should be closer contacts between mainstream schools and local supplementary schools. Teachers should be encouraged to visit these schools to see at first hand, work being done.

Due to lack of sufficient research and deliberate policy on supplementary/alternative schooling, there has not been any established term for general use in education. Interested researchers and educationists tend to refer to supplementary schools in different terms depending on who is conducting the research or writing. Chevannes and Reeves, (1987), referred to it as part-time, arguing that it can not be termed *Supplementary* because according to them what does not exist in the mainstream can not be supplemented. Neither can it be termed *Alternative* because given their present status and level of resourcing they make no pretense at providing an adequate or entire alternative education. Chevannes and Reeves further argued that the schools can not even be termed *Complementary* since according to them, Afro-Caribbean communities' views on the inadequacies of local education authority are such that they would be unlikely to consider making contribution to its completion in its present form. This argument may hold true to some extent, but particularly in the case of supplementing, it can not be completely argued that the mainstream schools have nothing to offer the Afro-Caribbean children, since the Asian children achieve in the same mainstream schools. It can however be argued that what the mainstream school offers is not appropriate to the children. Others like Tomlinson (1981, 1984), Stone (1984), Troyna (1984b), McLean, (1985), Carter (1986) and Jones (1986) all term it as *supplementary schooling*. It is not the term that matters however, but the aims and objectives that need to be critically examined to see how it contributes to mainstream education and society, and how the pedagogical approaches in the supplementary schools can be usefully applied in mainstream schools so that the children of both ethnic minority and majority can benefit from it. Supplementary

schools are mainly aimed at counteracting the discrimination of the mainstream education system and to develop black consciousness (Carter 1986).

Supplementary schools normally consist of evening and /or weekend classes organised and run by parents or individuals in conjunction with volunteer/paid teachers, to help enhance the attainment levels of children in the mainstream schools. Class sizes are in most cases smaller than in the mainstream schools. Individual attention is given properly to the children. Supplementary schools arose as a spontaneous response to the ethnic minority communities who really felt that their children were being failed by the state education system. The NUT, (1982), says that the setting up of supplementary schools which concentrate on teaching basic skills, represent a failure of communication between teachers and parents. However, Chevannes and Reeves (1987), argue that the movement for supplementary schools began as a result of the concern of parents that their children were not achieving as they should in British schools.

These schools, offer a way forward by reacting to the failure of the mainstream schools. Tomlinson (1984), pointed out that:

"...minority parents on the whole, regard English state education as a potentially good education and have high expectations of it. However, the disappointment many parents have experienced, the mismatches of their expectations with what schools actually offer, and the vocal dissatisfaction of a minority of parents have led to demands from some parents and communities for additional supplementary and in some cases segregated schools" (p 68).

Supplementary schools, according to Tomlinson:

"relate to the ways different ethnic groups wish to accommodate to the majority society and the way this society reacts to different groups in terms of discrimination and exclusion" (p 69).

The way Afro-Caribbeans are stereotyped is quite different from the Asian stereotyping and from other ethnic minorities. While the main focus of supplementary school for ethnic minorities in Britain, as in Australia, (Norst, 1982), is on language and culture, Afro-Caribbeans focus on academic achievement, because the mainstream schools have failed to make their children attain any academic excellence. However, in the Afro-Caribbean supplementary school, there are various emphases in what is taught as pointed out by Carter

(1986), some concentrate on the "three Rs" in order to compensate for what has been seen as a neglect by the state schools, while others concentrate on black studies approaches, designed to give the child the kind of historical and cultural knowledge of their own people which may not be given in the mainstream schools.

It is evident that supplementary schools are not new phenomena in British society. These schools now even cater for not only the minority children, but also white children (Reynolds, 1987). This is evidenced by what the Principal of Clearview College in Coventry, a supplementary school, said to the researcher during an interview in June 1987. He noted that he was accommodating Asian, White and Chinese children other than the Afro-Caribbean children who were the main target group of the school. The key concept to the existence of supplementary schools is the self-confidence and motivation they instill in youngsters, many of whom have been labelled as "no-hopers". The reasons for the establishment of supplementary schools are then varied and complex. A powerful motive behind the establishment of these schools by the Jews, Latin-Americans etc, has been the desire to retain cultural identity (Stone 1985). It has been shown by Tomlinson (1984), that Asian parents in Britain face the problem of retaining a linguistic identity which will allow all generations within a family to communicate with each other, while at the same time ensuring that the children can operate in the language of the majority society. In view of the concern for language, culture and academic performance by ethnic minorities in Britain various types of supplementary schools were established. Stone, (1985), identified four different types:

Private Coaching

This type of school is purposely for coaching children in the mainstream school subjects, such as English and Mathematics. It's aim is to prepare children for national or entrance examination to public schools. This type of school often has no ethnic barrier, since it neither concentrates on language nor culture. It also gives private lessons for children who are not getting on well in mainstream schools. In most cases it draws children from within the

middle-and upper-classes. The main barrier may therefore be the socio-economic class of parents.

Religious Schools

These provide instruction in the religion of a particular group. Such schools as the Jewish Sunday schools, evening and weekend Muslim schools, Hindu and Sikh schools, are all in this category. The religious instruction is devoted to the teaching of beliefs, the mode of prayers, the main pillars of the religion and probably how each differs from the other. These types of schools may not be limited to only one or two ethnic groups, but open to all people sharing the same belief and doctrines, irrespective of ethnic groups.

Language and Culture Schools:

These are schools that offer children of minority groups, lessons in their mother-tongues. These groups include some Europeans, such as Italians, Poles, Cypriots and Spanish. There are also Asians, such as Bengali, Hindi, Urdu and Gujarati speakers. Attendance in most cases is restricted to children of that particular language group, since all communication in the teaching will be in the mother-tongue. The purpose of these types of schools is to maintain cultural identity. These schools thrive very well wherever there are a significant number of the minority groups. Other than maintaining language and cultural identity, they also help in bringing parents together to share common objectives.

"West Indian" Supplementary Schools

These schools are neither of the second nor the third types of the above. If anything, they are more closely related to the first type which is mainly the coaching type. The purpose and objective is to remedy the deficiencies found in the mainstream schools. The concept of supplementary schools seem to be accepted, according to Stone, where the state fails to, or cannot provide for, some particular educational needs of a defined group of children. This concept was also confirmed by the Principal of Clearview College, he had received

comments from some mainstream schools accepting that where they, (mainstream schools), are not succeeding, Clearview College is succeeding.

Stone's typology of supplementary schools, can be further subdivided into two categories. These are *Academic* and *Cultural Identity* types as referred to earlier. In this classification, the *private coaching* and the *West Indian* types of schools are grouped under "academic" since both work towards enhancing the academic achievement of the child. Such schools seek to supplement the work carried out in mainstream schools, particularly with the view that the mainstream schools are not giving enough to their children in terms of academic knowledge. The *religion* and *language and culture* types can be grouped under *cultural identity* type, which is the objective of the other ethnic minorities in establishing their schools. This category involves the preservation of mother tongue and ethnic religion as well as universal religion such as Islam, ethnic customs and their role in the formation of ethnic individual and group identities (Lewins 1982).

In each of the two types classified above, language and culture are seen to be a common factor. In the Muslim schools Arabic language and culture is necessary for the understanding of Islamic principles. Similarly, in the Jewish, Sikh, Hindu or Buddhist religions, language and culture are featured. Religion, language and culture can not therefore be easily separated, as expressed by Kringas and Lewins, (1980), - language and religion are seen as inseparable. However, if all these schools are to be narrowed down to one term other than supplementary school, they could be referred to as *Ethnic Schools* (Norst, 1982). Norst examined ethnic schools in Australia without any classification, since they all operate within the same objectives, that is language and culture. As far as the ethnic groups in Australia are concerned, mainstream schools provide the academic knowledge which their children need in society, hence supplementary or ethnic schools provide instruction in native language and culture (Bullivant 1982). The Australian ethnic schools may therefore come under the cultural identity type.

While the reasons for the establishment of supplementary schools by Asians and other minority groups are mainly linguistic and cultural, those for the Afro-Caribbeans differ. The Asian children have been shown to be performing equally well with their white peers (Rampton 1981, Tomlinson, 1984 and Swann, 1985), hence their parents' attention is on the learning of mother-tongue, culture and religion. With the Afro-Caribbeans the supplementary school movement which started in Britain around the 60s, (Lashley 1985), was in response to disappointment at the poor educational performance of their children. This is because Afro-Caribbean parents expect the best from their children from the mainstream schools while the opposite is often the case, i. e. poor results and some children ending in Educational Sub-Normal (ESN) schools.

The reasons for the setting up of supplementary schools by Afro-Caribbean communities and individuals therefore differ greatly from those which inspire the Asian communities and other ethnic groups (Tomlinson 1984). To the Afro-Caribbean communities and individuals, supplementary schools are established because:

- i) There is lost of trust and confidence in the mainstream schools.
- ii) There is racism that is denying the Afro-Caribbeans job, proper housing facilities and denying their children proper education.
- iii) Afro-Caribbean children seem to get less help in schools than other children and a large majority of them are labelled as education sub-normal (ESN), hence disproportionately placed in such schools (Lashley 1985).
- iv) It is considered to be a bold step in decision-making about the education of the Afro-Caribbean children.
- v) It is to combat the acknowledged under-achievement of Afro-Caribbean children in the mainstream school system.
- vi) The supplementary schools give confidence and motivate the children and parents in many ways.
- vii) It provides a way for parental involvement to enhance the educational achievement of their children. Parents sit in as learners, observers and helpers.

- viii) It meets the needs of the local community.

These are just to mention a few of the numerous reasons for the establishment of supplementary schools by the Afro-Caribbean communities in Britain.

Supplementary schools are tolerated by the host society as long as they appear to be fulfilling a specific need, (Stone 1985), such as building language skills and so long as a form of control can also be exercised over what happens in the schools. It has been pointed out by Stone that many people are not sympathetic to the schools. They can understand and accept why Jewish and Muslim children need such schools, but fail to see why Afro-Caribbean children should need the same. It is surprising to see how people accept that Afro-Caribbean children are under-achieving, and yet can not accept the concept of supplementary schools which are meant to enhance the achievements of these children.

The fundamental objectives of the schools whether language, cultural, religious or academic are to complement the teaching given in mainstream schools. These schools can be seen also as a way of involving parents in the education of their children. The basic idea is the education of children and preparing them to be good and useful members of society. Reynolds, (1987), reported how parents are looking more to the supplementary schools to intervene in the child's educational development. To some parents, as expressed by Stone, the supplementary school is even more important than the mainstream conventional schools. A teacher in one of the supplementary schools reported that children perform much better than would do in mainstream schools. The schools are seen as filling an important gap which parents have seen as being neglected by the authorities.

The Afro-Caribbean supplementary schools are not limited to their children alone, but include the educational development of the parents as well. This makes the parents more aware of the help they could give to their children in order to improve their achievements (Jones 1986). It is believed that it is the responsibilities of all minority parents to help their

children to develop in a positive manner, that will in turn equip them to function well as individuals, as members of the family and as citizens within society. This, the mainstream educational system has failed to do for the children of the minority groups. The majority society does not accept, respect nor protect the minority groups (Jones 1986). They are not therefore invited to be closely involved in the education of their children in the mainstream schools at least for the benefit of the children. It forms a part of the struggle for proper education and the survival of the history and culture, and the supplementary school provides the only answer for now.

Teacher - Pupil Relationship in Supplementary Schools

Supplementary schools have established sound teacher-pupil relationship, and also healthy relationship between pupils, teachers and parents, as expressed by Jones. This has created great confidence in the children in their educational abilities. This relationship hardly exists between the minority children, parents and the mainstream schools. Although supplementary schools do not guarantee a job when leaving school, it can enhance job prospect as well as improve a child's overall education. The basis for these schools is the belief that such an education will ultimately help the minority children to succeed in an English system, and acquire credentials which will prepare them for employment or further education and training in the majority society.

Reynolds, (1987), reported that in the Inner London Education Authority (ILEA) there were 21 supplementary schools receiving grants of about £1,800 a year. These grants help to pay for equipment, rent, and other expenses. The ILEA's gesture may not be applicable to all LEAs. In Coventry City, there are over ten supplementary schools. The researcher visited four of these and held discussions and interviews with the heads of the schools. Three of the four were established about ten years ago, while the other one celebrated its first anniversary on the 30th of May, 1987. Of these, two had received some grants from the authority, while the other two have not yet enjoyed such assistance. However they are allowed to use the community schools to hold their classes, free of charge.

The Role of Supplementary Schools

As many parents despair about children's education in the mainstream schools, supplementary schools have offered a way forward by reacting to the failing of the ordinary schools. Reynolds, (1987), has reported that Hyderabad Urdu School in Hackney, North London, obtained 100 per cent success rate with its Advanced (A) level Urdu in 1984. The Gujarati and Spanish schools in Coventry City, prepare their children for both Ordinary and A levels (now GCSE). Clearview College, is another typical example where subjects offered are wide and varied such as: Mathematics, English, Law, History, Sociology, Typewriting, Public Speaking, Government, Politics, German, Biology, Dressmaking and Design and Home Study Plan, from basics to "A" level. Similar successes from various supplementary schools have been made but have gone unnoticed.

All the minority communities have strived for equal opportunity. Supplementary schools form part of this effort to help children and to give them equal opportunity in schools and society at large. This is done through the extra tuition given in the supplementary schools and teaching the children to gain self-confidence and ethnic identity so that they feel they belong and can also strive to achieve as much as the white majority society. If minority communities and their children are given equal opportunities it should go with equal treatment and outcome. Unequal treatment according to the Swann Report (1985), forms a large part of the common history of Britain minority groups, as it does in so many countries of the world.

Supplementary schools have been found to play an important part in community involvement in education because of the role it plays in the education of minority children (Stone 1985, and Jones 1986). Parents contribute financially and through self-help projects to the success of the schools (Lashley 1985). Other than teaching the basics in mother-tongues; dance, music and painting are also sometimes encouraged. The schools provide confidence and encouragement to minority children. Their attainments therefore improve and their

aspirations are heightened. Their work in mainstream schools was also found to improve generally as expressed by a pupil of one of the supplementary schools in which he said that the work at his school has become very easy and manageable, and he understood it a lot better (Jones 1986). Supplementary schools help both backward children and those who want to stay on. From all indications, there are many differences in teaching methods used. The attention given, the care, the concern and the atmosphere of the schools all add up to enhance the children's learning abilities. Where parents attend as learners themselves, they have also benefited. A parent who attended, reported on his experience, expressing that he could now plan and structure his essays with confidence, and that his essays at college were also much more presentable. his children also said their work too was improved in their schools These schools have now become major contributory factors within the mainstream educational process. The teaching of history provides the social and psychological cement to hold the minority communities together by knowing their origins and the interrelationships among them.

Finally, in addition to the academic improvement of Afro-Caribbean children, and the enhancement of language, culture and religion of ethnic minority communities through supplementary schools, the following salient roles have also been played:

1. Supplementary schools for many ethnic minorities are an integral part of the ethnic institutions such as family, church, mosque, clubs, youth groups etc., which constitute and maintain ethnicity, i.e. going to supplementary school is one part of being an ethnic minority in Britain.
2. Supplementary schools enable parents to feel confident at least that their child receives the kind of education that they would expect to see, and they have a say in the programme of what is to be done, unlike in mainstream schools where they feel they are left out and not contacted for anything.
3. Some ethnic minorities feel that only the supplementary schools can adequately convey the ethnic culture and language to the children, because it is organised by the community themselves, hence it is culturally authentic.

Critique of Supplementary Schools.

It can be argued that supplementary schools have in most cases achieved their set objectives in principles and in practice. Afro-Caribbeans have seen supplementary schools as a way forward in educating and motivating their children to achieve some educational excellence in the mainstream schools, and to prepare them for better social adjustment. Asians and other ethnic groups have seen supplementary schools as a success in maintaining their languages, cultures and religion. The demand for supplementary schools has therefore continued to grow, and more parents seem to appreciate these schools. The communities continue to contribute in whatever measure they can to see that the schools survive. However, all ethnic minorities see supplementary schools as the avenue for developing their children's pride in their heritage.

Despite the contribution made by supplementary schools, they tend to be considered as being separatist in society, particularly when the host society try to assimilate the ethnic minorities. The establishment of supplementary schools is therefore seen as a symbolic rejection of the host society language and culture. The host society language is however, already the main medium of instruction in the mainstream schools where the minority children attend. It is also the language spoken in all corners of the host country. The ethnic minorities can not therefore run away from the host language, their effort is to maintain their language as well as accepting the host language which is needed in their daily lives. Education in the mainstream school system must therefore have precedence over supplementary schools, because ethnic minorities should all speak English as a first priority, since this is where the future success of the child lies.

If the Afro-Caribbeans for example, continue to supplement the regular schooling which their children receive in mainstream schools, while at the same time pressing for better education, then one is bound to suffer because of the demands made on the child, since both supplementary and mainstream schools will be competing for the children's time. The

children will have to work extra hard in order to satisfy both systems. In addition, they have to cope with sometimes conflicting messages and directives. If on the other hand, there are perceived inadequacies of mainstream schools in educating and motivating their children and supplementary schools have been found to provide or the inadequacies, then until such time when the state system is found to be adequate, supplementary schools will continue to thrive. Afro-Caribbean supplementary schools seem to compete with mainstream schools, since they all operate within the curriculum of the mainstream schools. This is more apparent when the supplementary schools try to prove that the mainstream schools have failed to give proper education to their children. The competition is not however to be viewed as if there is a set goal which the supplementary and mainstream schools have to reach. The differences between the two systems is mainly in terms of the teaching approach, rather than materials, texts, accommodation and expertise. Since supplementary schools seem to be a system which is here to stay certainly within the near future, there is the need for cooperation between the mainstream and supplementary schools, so that ideas and experiences can be exchanged and ways of educating and motivating black children can be improved.

Most supplementary schools in Britain as pointed out by McLean (1985), teach children all together without much consideration for their age groups. The children's attendance is also very irregular. Although they may have rules and regulations governing attendance, may not be as strictly complied to as in the mainstream schools. The curriculum varies from one supplementary school to another even within the same locality, since the objectives also vary. Kringas and Lewins, (1980), have pointed out that there are considerable variations among ethnic communities and within ethnic communities as to what supplementary schools can and should achieve, and their relationship with the mainstream schools. The curriculum in most cases is narrow, especially in terms of language and religion in the sense that it concentrates on the main element of the ethnic community identity, which means that language or religion form the core of the curriculum (McLean 1985). It is also felt that the curriculum content and values transmitted, encourage ethnic separatism and intolerance. In view of the recent research and reports on multicultural education with the aim of developing mutual tolerance

and understanding, as illustrated by McLean (1985) and the Hackney Report, (1988), supplementary schools, particularly the cultural identity types need to view their positions and their objectives critically.

While considering the views of ethnic minorities on supplementary schools and the objectives behind their establishments in which attention is given to the child, Troyna (1984b), has pointed out that it is the education service and not the children which require attention. If the education service is adjusted to cater for the interest of the ethnic minority child, then there may be less demand for supplementary schools. Although the quality of teaching may, to a certain extent, be systematically progressive and related to the needs of the child, the skills and qualification of teachers in most cases are not adequate. Teaching materials are also inadequate, and where the premises are borrowed it is always difficult for the storage of materials. Other critical comments about supplementary schools are : financial difficulties, poor quality of teachers, poor facilities, inappropriate textbooks and additional burden which they present over and above state schools and parental and societal attitudes. Since children attend these schools either in the evenings or on Saturdays, at a time that they are supposed to rest from the mainstream school activities, it is assumed that this may overwork them and subsequently affect their performance in the mainstream schools. However, supplementary schools can not because of their very nature as an institution which involves different conceptions of culture and curriculum, provide the solution to ethnic children's adjustment to Britain, i.e. to enable them to live in harmony with their environment.

Conclusion

Generally, the aims and objectives of supplementary schools have been achieved to a greater extent. That is why more and more are springing up and officially becoming recognised. Reports still recommend further establishment and support from LEAs. The various minority communities have found that their cultures and languages have been preserved. They can see these in practical terms when their children communicate with them in the homes in the

mother-tongue. In some cases, the display of cultural values are practicalised in the mainstream schools when children are able to narrate stories from their cultural backgrounds and beliefs. Ethnic identities have also been realised. The role played by these schools is not limited to teaching the basics only, but educational achievement and higher aspirations are also some of the outcomes as are the aspects of socialization and moral satisfaction of parents. It has shown that minority parents care very much about their children's education. They are also ready to go to any lengths to see that their children succeed in an English education and acquire credentials which will prepare them for employment or for further education and training in the majority society.

The place of supplementary schools has been accepted and recognised by most government committees. Several recommendations have been put forward for implementation. It is however, one thing to recommend and yet another to see that it is implemented. However, it is in the interest of the individual ethnic minority child and his/her right both to the maintenance of the family language and culture, and the attainment of academic knowledge that the British education system should consider the possibilities that active and practical cooperation with supplementary schools system has to offer. It has been pointed out by Eckstein, (1982), that cooperation rather than separate and competing systems are more likely to involve ethnic minority parents and groups in the whole education process. Eckstein has however not neglected the fact that:

"...some form of ethnic school system will inevitably be required to cater for the language maintenance needs of numerically small and widely dispersed communities where classes in the day school would be unviable" (p 67).

While considering co-operation with ethnic minority schools, and if supplementary schools are to become equal partners in specified areas such as the curriculum in some basic subjects i.e. English and mathematics, then they must be helped to improve their standards in the aspects in which they are difficient. Areas such as; qualified teachers, facilities, textbooks and improved classrooms accommodation.

On the other hand, supplementary schools should be consulted in areas where they (supplementary schools) may in fact have greater experience and expertise (Norst 1982). Above all, as pointed out by Norst, planning initiatives will require careful co-ordination and there will be a need to share resources, so that supplementary schools can develop into a real educational asset for the common good of the children for whom both systems share responsibility. The state education system therefore has to accept the role of supplementary school system if co-operation and partnership are to exist. Supplementary schools need to be properly researched in their own right so that their main functions and roles can be examined in depth and in order that it can be established as to how they can actually supplement the work of mainstream schools. They must be examined also to see how they can be improved and assisted, in order that they can continue to enhance the children's educational chances, irrespective of ethnic origins. In chapter 4, data from four supplementary schools are analysed and further discussion on supplementary schools is made using the data and what the researcher observed from the schools as well as interviews carried out with the proprietor/organisers of the schools.

PART TWO
ANALYSIS AND DISCUSSION

CHAPTER FOUR

SUPPLEMENTARY SCHOOLS

Introduction.

Chapters 1 to 3 looked at the concept of parental involvement in schools and the role of supplementary schools. Supplementary schools were found to play significant role in the educational development of ethnic minority children. In chapter three section two, the role and function of supplementary schools was discussed. This chapter will focus on a sample of four supplementary schools which were visited and data collected for analysis. The objectives, curriculum, sources of finance and children achievement are analysed and discussed. Parents are involved as teachers as well as learners with their children. Two categories of supplementary schools are explored in this study as outlined in chapter 3, and these are:

- i) *Academic type,*
- ii) *Cultural Identity type.*

The hypothesis put forward is non-statistical and is in the form of a question. The analysis is however both descriptive and statistical in nature. The hypothesis is:

Do supplementary schools make any significant contribution to the academic, language, culture and religious achievement of ethnic minority children?

In exploring this hypothetical question, four supplementary schools based in Coventry area, were sampled for investigation. The schools, each of which has been given a code letter in order to preserve confidentiality are of different types and objectives. The schools also cater for various age range. The codes for the schools are A, B, C and D. School A however, had no objection to be referred to by name, hence, later in the discussion reference will be made and the name of the school mentioned.

Reasons for Choosing to Look at Supplementary Schools

From the literature search and preliminary investigation the researcher found that there is a high demand for supplementary schools, and the volume in demand according to McLean (1985) seems to have grown. This is due to the dissatisfaction of ethnic minority parents about the fact that the mainstream schools are not catering enough for their children in language, culture and religion as perceived by Asian parents, and in academic aspects as perceived by Afro-Caribbean parents. With such a high demand for supplementary schools while mainstream schools continue to cater for children of all ethnic groups, then there must be something unique in supplementary schools.

As it is seen in Chapter 3, supplementary schools may focus on religion, culture or academic activities. It appears that in almost all ethnic minority groups there is a demand for supplementary schools, particularly the cultural identity type. Demand for the academic type, is not limited to the ethnic minorities but spreads to the host society. It is from the premise that there is a great demand for supplementary schools that the researcher to choose to look at these schools and parental involvement. The demand varies between cultural groups in terms of types and objectives.

Two of the sample schools in the study (one primary and one secondary) had a high population of Asian children (31-60 percent) and about 10 percent of Afro-Caribbean each. When supplementary schools were discussed in Chapter 3 it was revealed that most ethnic minority children in the schools attend Saturday/Sunday and evening schools (Supplementary schools).

The evidence from supplementary schools came from the headteachers who manage the schools and coordinate their activities. There was no direct communication between the researcher and parents of the children. This was because the schools had no specific catchment areas so the parents were widely spread over Coventry and so it was difficult to get in contact with the parents. However, since the heads of the schools are also part of

ethnic communities and shared all the objectives for setting up the schools, their views and evidence were representative of the parents. Discussion with the organisers of the supplementary schools were the main source of the researcher's evidence. This showed that supplementary schools were considered as avenues through which parents of ethnic minority children could have a say in the process of their children's education. Asian parents Muslims, Hindu, Sikh or others who were strongly culturally oriented, initiated the establishment of the schools, particularly the religious and cultural types (cultural identity). The academic type of school in Coventry which is geared towards solving Afro-Caribbean educational problems was initiated by an individual. This school has no ethnic barriers. It is open to anybody who wants the academic achievement of his/her child or himself/herself. Where schools are established by parents' initiatives as a group there is collective responsibility and support in seeing that the schools thrive, but where an individual initiated the establishment then it appears to be more on a profit-making venture.

The involvement of parents in supplementary schools takes place on various levels. Some parents are involved as teachers while some as resource providers, yet others participate as learners themselves. All the teachers who teach in the supplementary schools in this study were parents themselves and their service were voluntary. Although they were not trained professionally as teachers, they at least impart that knowledge which they perceived to be missing from the mainstream schools. Parents that could not be involved directed in the classroom, provide some resources, such as the funds and some items for light refreshment like soft drinks, biscuits, sweets, and crisps for the children. This was evident in school D, which was a Spanish school. There were those who participated as learners, there was particularly in School A, which is academic, where the proprietor revealed that a parent who was then about 70 years old studies English up to GCE Ordinary level. Parents are therefore involved in the supplementary schools for the benefit of the children and for themselves.

Location and Description.

All the four schools are located within the inner city of Coventry. Two of the schools, both established by Asians, operate in a comprehensive and community college within the heart of the city in the Hillfields area where there is a high concentration of Asians and Afro-Caribbeans. These schools fall into the cultural identity type, and the premises used are borrowed from the LEA. It is within walking distance of the Coventry Sport Centre. The mainstream school itself which accommodates the supplementary school has over 60 per cent of Asian children which shows the high concentration of Asian communities within the area. In addition, the mainstream school as a community college, offers various opportunities for the community to make use of the school. These two schools operate on Sundays from 10.00 a.m. to around 12 noon. Classrooms and their facilities are given free of charge. The main problem is that, since it is a borrowed place they can not keep their own materials in any place they want, unlike in school A which owns the school as a private property. These two schools were established about 12 years ago with little or no local authority financial assistance. Both were the result of efforts of the Asian/Muslim communities who were interested in their children learning their language, culture and religion. Teachers are drawn from among the community on voluntary basis. There were therefore, no rules laid down or regulations about qualifications the only criteria being interest and willingness to sacrifice time and effort to do voluntary work for the benefit of the children.

School D also operates in the city centre, in the offices of the Community Relations Council (CRC), in Corporation Street. Two offices are given for use at week-ends particularly on Saturdays. They operate between 12 noon to 2.00 p.m. The younger children who are within the age range of five to ten years are grouped together in one office under the care of three teachers, while the older children use another office with one teacher who prepares them for GCE "O" level (now GCSE) in Spanish. School A is located in Broad Heath Street, Foleshill. This is another area of high concentration of both Asians and other ethnic minorities. It is an "academic" type of supplementary school and was started in a Sunday School classroom of the New Testament Church of God at Bell Green where the proprietor

was a youth leader. The school later moved to Broad Heath Community School, in Broad Street, Foleshill, after meetings with teachers and members of the Coventry Education Authority. The school's initial opening was on 16th July, 1978. After four years of being accommodated temporarily in Broad Heath Community School, it was finally moved to its permanent site in 1982 along the same street and within a short walking distance from its temporary base. The permanent site was originally an old dilapidated church house in Broad Heath, which was converted into what the proprietor called an "eye catching jewel". Five classrooms, a small library and a conference/lecture room were provided within the building.

The availability of the building which formed the nucleus of the school, gave the proprietor an impetus to expand the intake of his pupils and the course subjects. The new site was officially opened in June 1983 by the Director of Education, Coventry. Evening classes have been the main function of the school, but later Saturdays were added. The school which has a flamboyant name is called *Clearview College of Further Education* 88 Broad Heath Street, Coventry. The school has already earned a name for itself in Coventry. Further more, the school was accepted as an examination centre from 1985 by the Oxford University and the Joint Matriculation Board. The school operates under a Board of Governors with the proprietor as the Chairman and 12 members drawn from various walks of life i.e. educationists, accountants, lawyers and religious leaders. The chairman is also the principal of the school.

Financial Support

Finance, as stressed by McLean (1985), is a crucial issue in the effectiveness of supplementary schools. Communities and/or individuals whose supplementary schools are able to charge some fees for tuition, are normally in a stronger position than those where everything is given free and depends on the good-will of the parents and organisations. Where fees are charged in addition to any grants and other contributions, then qualified teachers can be recruited and paid for even as incentives. Teaching materials can also be provided as well as suitable accommodation rented or bought. However, even when fees are

charged, the ability to pay depends to a large extent upon parents' economic stands. School A reinforces its financial resources by charging some fees. As from 1985, a standard fee of £8.50 per ten week term is charged, although there are still special free courses offered. Schools B,C and D do not charge fees as such but parental contributions are highly welcome. McLean has however illustrated that quite a good number of supplementary schools receive some substantial financial support from their home governments, for example, Greece, Cyprus, Japan and Poland. But McLean has further pointed out that:

"... perhaps more significantly a major contribution by foreign governments can distort the degree to which supplementary schools serve their major purpose as expressions of cultural identity and aspirations of particular communities in Britain"(p 335 & 336).

Norst, (1982), has reported that similar government support is given to communities in Australia in order to sustain their *Ethnic Schools*. These are comparable to British supplementary schools. There have not been any reported cases where either Asian or Afro-Caribbean communities have received such governmental financial support from their home governments however.

The schools were asked about their sources of financial support. Each school was found to have different sources of financial support. Basically, they all generate their resources from the communities who initiate the schools or the individuals who establish the schools. Two of the schools, A and D have however, enjoyed a certain amount of financial assistance from the local authority. The other two schools are completely financed by the communities concerned. Table 4.1 illustrates the source of the schools' finances. Three of the schools, i.e. B,C and D received support from the LEA in terms of schools and offices in which to conduct their classes in the evening, during weekdays, and at weekends. All the classroom facilities are at their disposal.

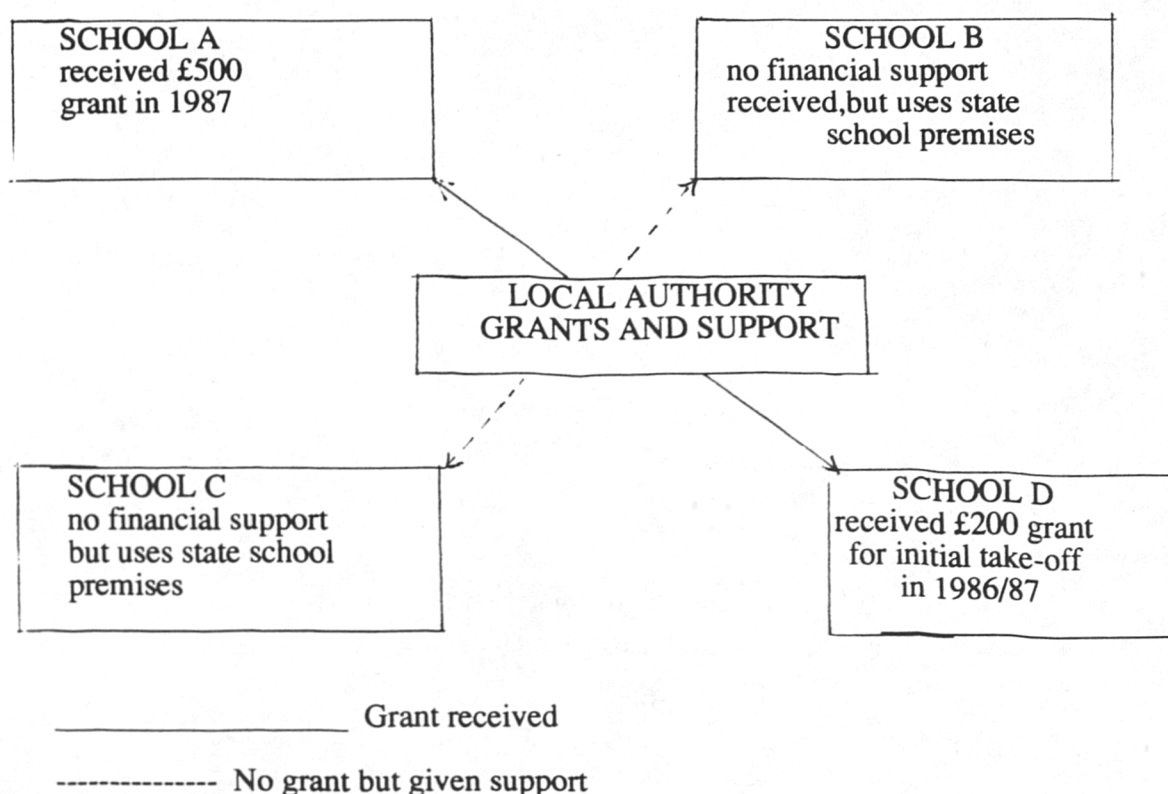
Table 4.4 Financial Sources

SCHOOL	SOURCES OF FINANCIAL SUPPORT
A	By the proprietor and some grants from the council
B	All members of Gujarati Education Committee
C	Run on Voluntary Basis
D	Voluntary Basis and some grants from the council

School B had the following comments in relation to the financial support.

"The Local Authority should help the school by providing some language material and Language Aid, plus some financial help to teachers as well."

Modgil et al, (1986), has suggested that supplementary schools be given every possible assistance in the way of facilities, advice, and financial aids. The Rampton Committee, as further pointed out by Modgil, urged Local Authorities to continue to make school premises available. Some local authorities have taken steps to assist such schools with school premises and some financial assistance. For example, the Inner London Education Authority (ILEA) as reported by Reynolds, (1987), gave out a grant of £1,800 to 21 supplementary schools within its area. This helped to pay for equipment, rent and other necessities. This amount was comparatively too meagre for 21 schools to share, at an average of about £80.57 however. Similar grants were found to have been provided by other local authorities as revealed by Reynolds, (1987). Figure 7, illustrates the distribution of grants to the four schools.

Figure 7 Grants and support for Supplementary Schools in Coventry

The question related to Figure 7 was, "Does the Local Authority give you any grant to support the school? The financial support received determined whether or not teachers could be given any financial incentives. However, all teachers in these schools work on voluntary basis, with or without any incentive. From the responses received two schools were found to be giving the teachers some sort of allowance as an incentive while the other two were purely on the voluntary basis. The allowances were paid by the organisers of the schools. Nixon, (1985) Stone, (1985), and Reynolds, (1987), have all found that in most supplementary school teachers are volunteers. This holds true for the teachers of the schools in this survey.

Type and Objectives.

In chapter three, two categories of supplementary schools were identified: these are the academic and cultural identity. Although classification may vary from one researcher to another, most classifications will fall under these two. This is because supplementary schools are either preparing children for academic achievement or imparting ethnic language, culture

and religion. However, the type and objectives are in most cases interwoven. For example, a school which is academic may have cultural identity as well, for example, school A which is academic also has some elements of culture. The main objective of the school, however, is to prepare youngsters for the job-market, one of the reasons that motivated the proprietor to start the school. He said "Here were youngsters leaving school at 16 without sufficient educational qualifications or ability to even begin to compete for job". According to him, as a businessman he had spotted a gap in the employment market, particularly the black and ethnic minorities in Coventry. The proprietor illustrated how his school has been able to train youngsters who were able to secure employment:

"Sometimes when I go out youngsters walk up to me and say thank you very much Mr. Williams. I have been able to get a good job because of Clearview College and that brings more joy to me than anything else" (Williams, 1985 p 6).

In the academic field, Clearview College has succeeded in preparing students for higher and further education in various subject areas. For example, students have been helped in law studies and were able to go on to take degree courses in some polytechnics (Williams, 1985). The main emphasis of the school is therefore academic rather than cultural.

It has already been explained that schools B, C and D all fall into the "cultural identity" type, and their main focus is language, culture and religion. However, analysis of these schools, as any other supplementary schools in Britain suggest considerable variation in aims and objectives. Each type of school is defined by the objectives it sets to achieve. Schools B and C defined their objectives as religion, language and culture. School D defined theirs as language and culture, while School A as coaching for academic attainment. This is illustrated in Table 4.2.

Table 4.2 Types of Schools and their objectives

SCHOOL	TYPE	OBJECTIVES
A	Coaching for academic attainment	<ul style="list-style-type: none"> -to teach children basic skills; -to improve their attainment in the mainstream school; -to heighten their aspirations; -to preserve language and culture; -to foster unity among minority groups.
B	religion, language and culture	<ul style="list-style-type: none"> -to teach children basic skills; -to heighten their aspirations; -to preserve language and culture, -to give religious instruction, -to foster unity among minority groups
C	religion, language and culture	to preserve language and culture
D	Language and Culture	<ul style="list-style-type: none"> to heighten their aspiration to preserve language and culture to foster unity among the minority groups

Table 4.2 above illustrates the relationship between the types of schools and their basic objectives in establishing the schools. Although school A is a coaching type for academic attainment the objectives cover much more than just academic attainment. The effort of preserving language and culture, and fostering unity among the minority groups in Coventry is as important. The objectives of School B go very close to the type it defined itself to be. There are however, close relationships between the objectives of Schools B and A although they are of different types.

School C on the other hand has only one objective and that is to preserve language and culture; though of the same type as School B. Another difference between them, was that although both teach religion, the religions taught vary between the schools. In school B they teach Hindu while in C they teach Islamic religion, which includes Arabic language for the understanding of the Islamic books such as the Holy Quran. School D shares all the objectives of Schools A and B. The interrelationship between the objectives and the school types is illustrated in Figure 8.

Figure 8 The Interrelationship of Supplementary Schools.

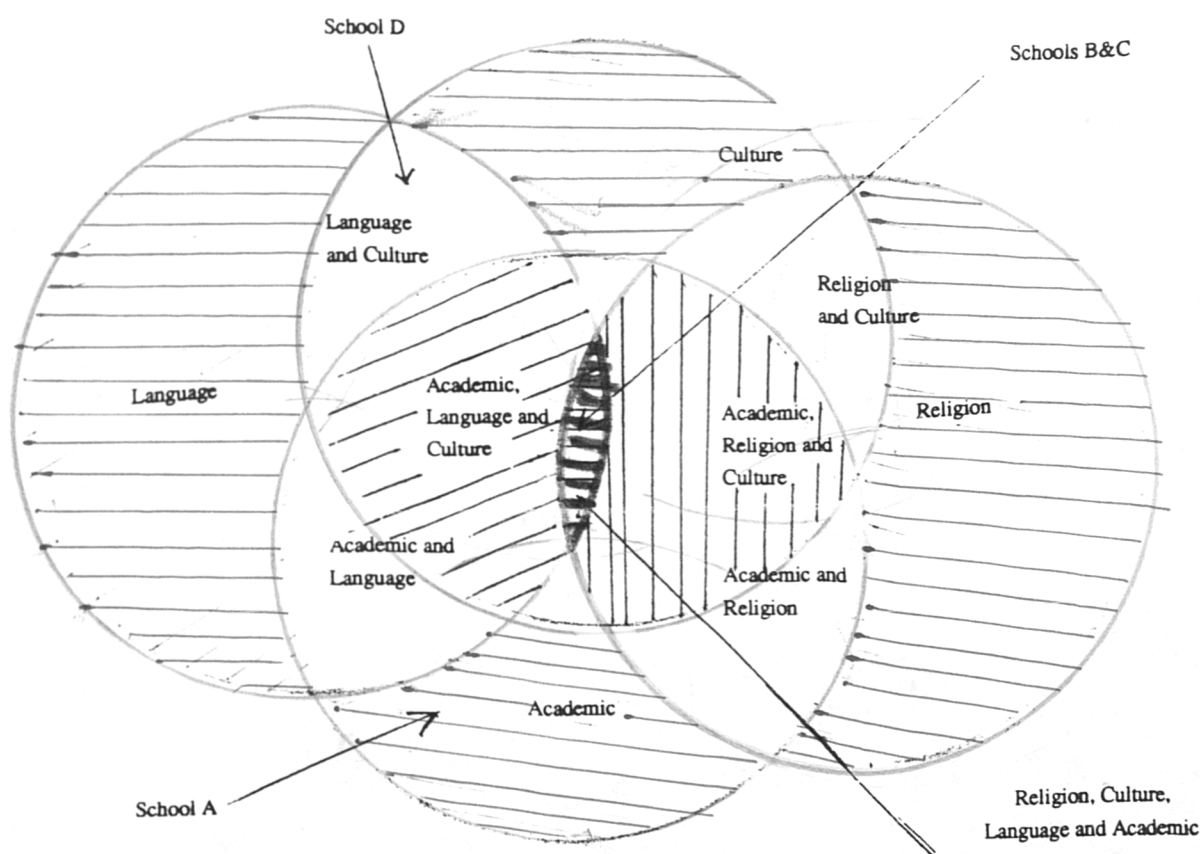


Figure 8, illustrates the various types of supplementary schools that operate. There are in this figure eleven types that have interacted in various ways, yet they may all be categorized as either academic or cultural identity types. This is because the main objective of supplementary schools is to maintain culture in terms of language, religion and other social

aspects of life of the ethnic minorities, and to enhance the academic achievement of children, particularly the Afro-Caribbeans. Therefore, although the schools fall into various types and are organised by various ethnic groups with different languages and cultures, the objectives tend to be the same. It is assumed that all ethnic minorities face similar problems within the society and the schools with regards to their cultural identities. The academic problems seem however to be minimised in some ethnic groups, such as the Asians, hence the various attentions to either academic or cultural identity types of supplementary schools. This was evident from the sample schools, such as schools B, C and D who shared similar objectives towards language and culture. While school A emphasised academic attainment.

It is however very difficult to separate the types of schools and their objectives, since it is the objectives that lead to the establishment of the schools. Most supplementary schools with the exception of academic types, have the preservation of language and culture as their basic aims and objectives. This is because the minority group's languages and culture cannot be taught in the mainstream schools. If parents therefore do not take steps in the direction of establishing such schools, therefore they fear their children may gradually forget their mother tongue, and cultures. The central objective common to all the schools in this study is language, and culture. Some of the languages are offered up to ordinary and/or advanced levels, such as Spanish and Gujarati.

Supplementary schools were established by various interested groups and individuals who organized themselves according to their ethnic origins. The interest groups dictated the type and objectives of the schools they wanted for their children. The objectives determined the emphasis in the teaching as explained by Carter, (1986);

"Different schools have different emphases, some concentrating on the 'three R's' in order to compensate for the conscious or unconscious neglect of their children's basic academic development in mainstream schools..." (Carter, 1986, p.94).

The teaching in School A tends to confirm what Carter, (1986), expressed above. It is the children's basic academic development that was the concern. However, the common objective of all supplementary schools as illustrated in Tale 4.2 is that, they aim at giving

their children the type of education that is missing in mainstream schools. This view was expressed also by Carter, (1986), whatever the grouping behind supplementary school, religion, language, culture, academic or the combination of any or all of them, the main objectives are to motivate the children to succeed in mainstream schools and to equip them with sufficient knowledge of their history, language, tradition and culture and religion, in order to meet the future with confidence and pride in their ethnic identity. Table 4.3 illustrates the groups/individuals who established the schools in this study.

Table 4.3 Supplementary Schools and the Organizers

SCHOOL	ORGANIZERS
A	Caribbean individual as a proprietor and head of the school.
B	All Gujarati Community in Coventry.
C	Khalifa Muslim Society - Coventry.
D	Latin American Cultural Support Group.

The schools, according to the organizers, were not set up to compete with mainstream schools, instead they are to complement what goes on in the mainstream schools. In some cases where main stream schools seem to fail to meet the needs of minority children, the supplementary schools have proved that they do just that. Ethnic minority parents have seen that the mainstream schools are not able to provide language and culture for their children, and if they as parents do not do something about it, then their children may at the end of the

day come out without learning their language and culture. Cultural identity schools are not therefore in competition with mainstream schools since they are not dealing with the same or even similar areas, such as academic subjects. In some minority supplementary schools for example the Afro-caribbeans, the whole process is seen as being in competition with mainstream schools, since most of the subjects of concern in the schools are the same as those taught in mainstream schools.

The success or failure of the mainstream school to meet the academic aspirations of ethnic minority children vary from one ethnic group to another. For example, while Asian parents may be satisfied with their children's performance in the mainstream schools, hence paying particular attention to language and culture, the Afro-caribbeans parents have a different view of the academic performance of their children in the mainstream schools, hence emphasising the academic subjects in their supplementary schools. The proprietor of School A showed how successful they have been in academic performances particularly in GCE 'O' and 'A' level. This view is supported by what Stone (1984), said, the idea of supplementary school seems to be accepted where the state fails to or cannot provide for some particular educational needs of a defined group of children. The proprietor expressed the acknowledgement he received from the former Director of Education of Coventry for his school's contribution in education.

Pupil Enrollment

Pupil enrollment into the four schools is illustrated in the Table 4.4.

Table 4.4 Pupils Enrollment per school.

SCHOOL	AVERAGE ATTENDANCE	NUMBER OF CLASSES	PUPIL PER CLASS
A	215-300	14-16	18
B	151-200	7	20
C	51-100	3	20
D	Below 50	2	8

The average enrollment in the schools ranged from below 50 to 251-300. Children were divided into classes, the least being eight in a class and a maximum of 20. The number of classes also ranged from two to about 16. The number of children per class as observed from the table, was considerably small. This gave room for more individualised attention than in mainstream schools as was pointed out by Reynolds, (1987), supplementary school classes are small and individual attention is "heaped on children". The proprietor at school A revealed that they had a one-to-one teaching method where each child was given attention. One-to-one teaching gives the chance for the children to identify themselves with the teachers, hence build some hope academically.

Enrollment into the schools was not limited to the ethnic groups who established them. This was more particular with School A and D. School A really defined itself as a multiracial college. Enrollment included children from the Caribbean, Asian, White and Chinese groups. The academic achievement of the school attract more children from various ethnic groups. In School D however, with the exception of children of Latin American origin, there were children of mixed marriages as well as the British white children whose parents wanted them to learn Spanish at a higher level in future. Schools B and C were however limited to Asian children since their main objective was language, culture and religion. This made enrollment

closed, although school B pointed out that they are open to anyone who was interested.

Table 4.5 shows the schools' responses to other ethnic groups other than the organisers.

Table 4.5 Response to other Ethnic Groups.

ITEMS	RESPONSES BY SCHOOL			
	SCHOOL A	SCHOOL B	SCHOOL C	SCHOOL D
Is the school limited only to the ethnic group of the organisers?	NO	NO	YES	NO
If your answer is 'NO' which other ethnic groups send in their children to the school?	Asians White Chinese	Anybody who wants to	-	Mixed-marriages White

From the above table, the response of School C also reflects their response to the question of whether or not they accept children from other ethnic minorities with the same religion i. e. Muslims. The response by school C showed that the school was meant only for the children of the organisers and purely for religious purposes. But, Schools A, B and D responded that they do welcome other ethnic groups, though, during the collection of this information, there were no other ethnic groups in School B, but as the head of the school stated:

"At the moment NONE but we welcome any ethnic group".

This shows differences in supplementary schools. While most are open to all other ethnic minorities particularly when the objectives are wide and varied, others are so closed, they are restricted to the groups for which they were initially organised. Unless one belongs to that group or religious belief within that group, one can not enroll his/her child. The Caribbean

Supplementary school seems however, from the data so far collected, more open to all ethnic groups whether minority or majority than the other three schools.

The Curriculum

The curriculum in the supplementary schools is conceived of in terms of the school's primary objectives, which is to raise the educational, cultural and social standing of the ethnic minority communities (Chevannes and Reeves, 1987). The emphasis given to the means and order of achieving this objective differ however, between for example, the Afro-Caribbean and Asian communities. In view of the differences in emphasis and objectives of supplementary schools, the four schools in this study demonstrated such variation in their curriculum. For example when the schools were asked if they teach other basic subjects, school A was found to be the only one offering such. The proprietor revealed that the following basic subjects were taught in his school.

- a) English
- b) Mathematics
- c) Basic Science
- d) Caribbean History
- e) public speaking

Other academic subjects in their time-table emphasised by the proprietor were:

- Computer studies
- Law
- History
- Economic
- Sociology
- Typewriting
- Government/Politics
- German

These subjects are offered to both GCE O and A level in the school. The proprietor prides himself on the achievement made in offering these subjects up to GCE levels as in mainstream schools. Schools initiated by Caribbean communities are generally based on academic attainments as the main objective. Such schools operate a full range of mainstream curriculum, as evidenced in school A. However, schools of this type as pointed out by Modgil, (1986), are few and very little attention is paid to their roles and function. In addition, there is very little literature or publicity available on them. Lashley, (1987), has pointed out that recognition of supplementary schools has been at best only partial. A similar view has also been expressed by Kringas and Lewins, (1980):

"very little is known about ethnic schools. The sparse published literature is fragmented and confined to academic journal, and a few government reports. While some ethnics have contributed to the literature, their contribution appear to be more in their capacity as academics than as interested spokespersons for ethnic communities" (p2).

Schools B and C organised by the Asian community are more concerned with language and culture, and the languages taught are:

Gujarati

Urdu

Hindu and

Punjabi.

In response to the question, "Is the language taught offered in the mainstream schools up to O and/or A levels?" Three of the four schools responded positively. However, not all the languages are offered in the mainstream schools. Spanish is offered in mainstream schools but Gujarati is yet to be offered, although there is an effort to include it up to GCSE as was revealed by an officer in the Minority Group Support Service (MGSS), in Coventry.

The schools that responded to the question on the teaching of language also responded to the question, "What is the language taught?" This is illustrated in the Table 4.6.

Table 4.6 Languages in the school Curriculum.

SCHOOL	LANGUAGES TAUGHT	'O' Level	'A' Level
A	English Language	√	√
B	Gujarati, Punjabi and Urdu	√	√
D	Spanish	√	√

All three schools, revealed how successful they have been in the teaching of language, not only in the academic area to pass GCE examinations, in these particular languages but how the children have got the basics of the language and how they can communicate well enough with their parents who can not speak English. However, the three schools prepare children for both "O" and "A" Level examinations in Gujarati, Punjabi, Urdu and Spanish. These are applicable to schools B and D, but school A prepares children for the "O" and "A" levels in English language since there is no recognised examination in the Afro-Caribbeans language (Creole) at any level, even in the supplementary schools. Therefore, while younger children are taught these languages to effectively communicate with their parents at home and their colleagues, the older ones are prepared for academic aspects of the language. There have been reported cases of success in other schools as reported by Reynolds, (1987), for example Urdu school in Hackney, north London obtained a 100 percent success rate with its first A level Urdu examination in 1984.

Meeting the needs of children

The question put forward to the schools was "Do you think your school meets the needs of the children more than mainstream schools?" The response to this question revealed that the needs of children are met in two schools - A and B, while School C said NO and School D said they had different objectives which did not relate to the mainstream schools (Table 4.2). School A whose objectives are more related to what goes on in mainstream schools,

confirmed to the researcher that the school meets the needs of the children more than mainstream schools. The proprietor stressed that the educational needs of Caribbean children and the other minority children are met with better results in examinations. He added that "mainstream schools do accept that where they are not succeeding the supplementary school is". The main needs of the children of the ethnic minorities, other than the academic needs, are language, religion and culture which are not offered in mainstream schools. These therefore, become the main objectives of the schools. School B which is Asian organized accepted that they meet the needs of their children according to their set objectives. Children were becoming more proficient in Asian languages, culture and religion. The teachings are done in the language with the medium of instruction.

During one of the sessions witnessed by the researcher, the school started the day with a morning devotion in Hindu which signalled the start of lessons. The children recited some religious verses, then had some prayers and finally moved to their respective classes. Communication among the children and between children and staff was in the mothertongue. Children were corrected if they made mistakes either in grammar or style. The children appeared very happy and enjoyed their lessons. The researcher visited three different classes. It could be seen that the needs of the children are met in the specific areas of concern. School C, accepted that it did not meet the needs of the children any more than mainstream schools, they were not satisfied however, that state schools were providing adequately either, for all children, irrespective of their ethnic groups. As was pointed out earlier the school is mainly religious with language and culture incorporated and has only one objective to achieve. The religion offered is Islam which is not offered in the mainstream schools. There was a consensus of opinion among all four schools in that they were not satisfied with the state schools provision for ethnic minorities. It was this lack of satisfaction that led them to establish the supplementary schools in Coventry.

Relations with Mainstream Schools.

It has been pointed out by Eckstein, (1982), when he wrote about the Australian ethnic schools that:

"Ethnic schools have been largely ignored by systemic education authorities until comparatively recently when it was realised that ethnic schools were not likely to disappear but on the contrary were steadily increasing" (p 61)

In view of the fact that these schools are growing in number and concern about them is increasing, the Schools Commission in Australia took a more practical and positive view towards providing curriculum materials through the Schools Commission funding to the ethnic schools, and in addition to this

"Ethnic Schools Liaison Officers were appointed in States and Territories to assist ethnic schools and to form links between them and regular schools"(Eckstein, 1982. p 61).

The Australian ethnic schools as earlier mentioned are comparable to the British supplementary schools in terms of aims and objectives. Positive steps are therefore taken towards establishing a strong relationship between ethnic schools and mainstream schools. In the British situation such relations are being made in some local councils such as the Hackney plan for 1989-90 which takes into consideration the views and expectations of the black and ethnic minorities in the council, (Hackney Report, 1988). According to McLean, (1985), however, there are a number of areas of existing or potential conflict between supplementary and mainstream schools. At the central government level :

" there does not appear to have been recognition of the existence of supplementary schools, let alone any policy regarding them" (McLean 1985, p 341).

Due to the spread of ethnic minorities all over the country and their concentrations in some local authorities the issue of recognition of supplementary schools is at the discretion of the affected authorities. However, local authority responses to supplementary schools have been varied. In most cases, aid has been given to some groups either in the form of rent - free premises as the case of the three schools in this study, or a small grant to help with the provision of resources as in the case of schools A and D. The type of aid in terms of grant is never sufficient and mostly unevenly distributed when given. Under normal circumstances

however, the schools could not get the same amount of grants since they differ in pupil population.

There are however some fears that supplementary schools could undermine the achievement of the aims and objectives of state education. McLean has further pointed out that

"Local Authority support for supplementary schooling can be seen to be linked to political needs to meet the demands of ethnic group organisations at local level" (p 341).

However there is recognition that supplementary schools are serving a role in meeting a real demand from the community, but with a fear that they could damage state education. Afro-Caribbean supplementary schools such as school A in this study, aim to improve children's chances in mainstream schools. This is seen as a positive help for a particular disadvantaged group, and does not threaten the overall aim of state schools.

Supplementary schools are still viewed with suspicion despite the fact that they play significant roles in the community. The important common element between supplementary schools and mainstream schools is that the children who attend the mainstream schools are the ones who also attend the supplementary schools. Both systems are concerned with the achievement of the children. Therefore both have a common focus, hence the need to relate to each other as to how best the child can benefit from both systems. It was pointed out by a parent in the Hackney Report, (1988), that:

"...the education system has failed one generation of black children and despite all the policies it is now failing a second generation" (p 13).

Therefore if one generation has already been failed by the education system and there is the fear that the system will fail the second generation, then something very positive has to be done.

Ethnic minorities have therefore found supplementary schools to be a positive step from their own side in uplifting the educational achievement of their children. Mainstream schools can therefore cooperate and learn the ingredients of the achievement in supplementary schools. A parent has pointed out in the Hackney Report that they have a wealth of experience in

trying to supplement the deficiencies in their children's education, and that Hackney should use that experience. This is not only applicable to Hackney but to all mainstream schools in the country where there are also supplementary schools. Since supplementary schools seem to be here to stay and a growing concern, there is the need for mainstream schools to relate more closely to them so that ideas, experience, and expertise can be exchanged and shared in order that fears and anxieties expressed by both systems can be allayed.

Problems and Prospects.

Although tremendous achievement is made by supplementary schools in their various capacities, their problems are more than their prospects. Considering the aims and objectives of these schools, the initial problem is the attitude of some parents of the children themselves, who feel that the school may not be good enough for their children. This feeling was experienced by Clark, (1982), when establishing Dachwyng Saturday School. She found that parents were asking why there were no white children at the school. In the case of Asian schools which are exclusively Asian and mainly language and culture orientated, it can easily be explained why there are no white children, but with Afro-Caribbean schools which are basically academic the explanation could be a bit complex since their children are already supposed to be receiving academic knowledge in the state schools. It is when such attitudes exist and when there is very minimal participation by white children that some parents turn against the schools, seeing them as being separatist educational institutions, hence making it hard for them to get support from the local authorities. Troyna (1984a) has pointed out that

"...despite the potential benefiting effects of supplementary schooling for black pupils Newsam (then ILEA's Chief Education Officer) was firmly against the development of separatist educational institutions" (p 210).

The problem of financial support is a major area of concern then, since it is the lifeline of the whole system. Problems in supplementary schools that have never enjoyed any grant will be different from those who are used to it but later find it withdrawn. Any cut in the LEA budget will affect the grant given to schools, which means that the school will have to adjust its programme. For example, due to the ILEA cuts in their 1988 - 89 there are already fears that some classes within the ILEA may have to be cut (Hackney Report 1988). Although

supplementary schools have now become a major contributory factor within the mainstream educational process as pointed out by Jones, (1986), are here to stay because there is a need for them, they have to battle with the financial and societal problems in order to continue to survive.

The attitude of teachers in mainstream schools and local authorities towards the supplementary schools also has to be taken into consideration. Teachers, teacher unions and LEAs feel that such schools are a threat to mainstream schools, and the education system as a whole. For example, in the late 1970s the ILEA saw the rapid expansion of black supplementary schools as a threat to the stability and credibility of ILEA's provision (Troyna, 1984). However, in the late 1980s the same authority gave financial support to such schools within the area. The Asian cultural identity schools are not necessarily seen as a threat since they do not delve into mainstream school subjects. If supplementary schools are established to teach basic subjects and skills and then to form cultural or social groups, what will become of them when the mainstream state education system is able to make provision for the adequate education of all children? This is not a question which can be easily answered in this study, particularly in view of the numerous committee reports that do not seem to have had any effect on children's performance in schools, but instead seem to have motivated more black communities to set up supplementary schools. The question is however a food for thought for both the host society and the ethnic minorities.

The problems of lack of trained and qualified teachers, lack of permanent premises for the schools, inadequacies of teaching materials, lack of training or access to in-service development, and a host of other problems abound. Despite these problems however, organisers of supplementary schools are very optimistic that they are succeeding in reshaping the educational perspectives of their children as well as the parents. Supplementary schools are and for the meantime will continue to be, important institutions for many ethnic communities in Britain, being in many ways central to the ethnic community life. Eckstein has pointed out that:

"A society which professes a philosophy of multiculturalism must accept that ethnic communities which wish to continue to conduct ethnic schools have intrinsic right to do so, and furthermore, should be supported by the wider community in terms of financial aid but more importantly in terms of pre- and in-service training and access to support and consultancy services"(p 68).

The prospect of supplementary schools in Britain will very much depend on such good-will message from Eckstein. With support, financially and otherwise supplementary schools could be able to contribute much more than they now do.

Conclusion.

This chapter has analysed and discussed the various initiatives that some minority parents and community leaders as well as individuals have been making towards providing additional supplementary education for their children. The four schools provided for different needs of children, although with some commonality of objectives. It was found in this study that while the Caribbean parents and individuals tend to look to supplementary school as a means for improving their children's educational achievements, Asian communities are more concerned that such schools should enhance and develop their language, religion and cultural identity. Muslim parents as in School C, seek to ensure that their children are educated as far as possible in accordance with Islamic principles. This contributed to making the school closed to other ethnic minorities even when they share the same beliefs.

The distinction between the motives of different ethnic minorities in establishing supplementary schools are not too far apart. They all have the basic understanding that mainstream schools are not providing adequately for their children. They all share the idea of preserving their language and culture which the mainstream schools do not provide. Supplementary schools are therefore found to take account of the children's needs more closely than mainstream schools. Other than the academic language, religion and cultural aspects of the school, there is the social benefit which is also derived. Supplementary education has thus become an increasingly important aspect of the education of ethnic minorities in Britain, and is becoming an integral part of mainstream schools, through their contribution to education. Three of the four schools showed that one of their objectives was

to foster unity among the minority groups. In the supplementary schools children of the same minority group who attend different mainstream schools had the opportunity to meet and get to know each other. The same applies to the parents. The social, educational and parental benefit of the school is thus important.

The main objectives of supplementary schools discussed in this chapter were found to be:

- i) to preserve language and culture.
- ii) to heighten the children's aspirations
- iii) to foster unity among the minority groups

These objectives were found to be common to all the schools. There were some objectives that were more specific to the schools, depending on the types however. There was evidence of academic achievements recorded and increased enrollment particularly in the school where academic attainment was the concern. The relationship between the children and teachers are areas that teachers in mainstream schools according to Nixon, (1985), need to look at if a new model of partnership between school and community and between teachers and children of all ethnic groups is to exist. The type of support given to the schools by the local council varied from financial to school premises and offices for use. It was found that where school premises were provided there was no additional financial assistance given.

Lashley, (1987), has pointed out, that the supplementary school movement has undoubtedly made an enormous contribution to the educational, cultural and social needs of minority children. Several documentary evidences of the contribution of supplementary schools such as revealed by Stones, (1985), Jones, (1986), Carter, (1986), and Reynolds, (1987) all support the prominence of these schools. Supplementary schools therefore, because of their roles and functions in the educational and social development of children need to be encouraged and supported by the authorities. Having explored the role and function of supplementary schools, and their contribution to the educational development of the child in this chapter, the remaining chapters will examine the role of parents in mainstream schools. This is irrespective of the ethnic origin of parents and their children. Although supplementary

schools cater for the children of the ethnic minorities, they still continue to receive their normal education in the formal mainstream schools together with their white peers. Minority parents, are however found as members of PTAs making a significant contribution to mainstream schools.

Since minority children attend the same mainstream schools as white majority children, there is every need to involve the parents of the ethnic minority children as well, so that the resources of these parents can also be used and appreciated as is the case with majority parents. Such involvement is very essential for the children and the school if mainstream schools are to educate all children for a multi-cultural society, and to profit from the diversity of cultures among children and parents, and provide equal opportunity and treatment to all children. If ethnic minority parents are involved in the education of their children through the various ways of parental involvement practices, there will be less divided attention on the child. At the moment, parents are concerned with mainstream school as well as supplementary schools in seeing that their children receive a sound English education as well as trying to maintain their language and culture. In many schools where the minority children constitute more than half of the school's population such as in one of the survey schools in this study, which has over 60 per cent of Asian children, the need for parental involvement is particularly pressing (Tizzard et al 1988).

Some teachers however, as pointed out by Tizzard et al, view the poor response of minority parents to overtures from the schools, conclude that parents are not interested in their children's education. This is not the case, for as Tomlinson (1984) has shown, minority parents have even more interest in the education of their children than even the majority parents. To the ethnic minority parents, teachers seem so very nice, are so intelligent, well qualified and they know best and as a consequence their children are sent to school in order to get good education, while their parents concern themselves with home, their work, etc (Denny, 1989). Minority group parents coming from their various countries, particularly the Asians and Afro-caribbeans, assume that teachers here in Britain are the same as those at

home. They found however, that this is not true. Supplementary schools where literacy and numeracy plus other academic subjects are taught suggests dissatisfaction and real concern for their child's education among parents. There are however, several barriers which hinder the involvement of ethnic minority parents in schools, such as fear and suspicions bred by racist experiences in society and schools experienced by both parents and children (Tizzard et al, 1988). Diffidence and working hours also contribute to the lack of ethnic minority parents involvement in schools; this does not mean that they are not interested in either the schools or the education of their children however. The concern shown by ethnic minority parents through the establishment of supplementary schools, shows that parents are aware of their roles, duties and responsibilities to their children. Their involvements in mainstream schools can then prove to be very beneficial. The work of Tizzard et al, (1988), has shown that given the chance and the appropriate atmosphere, ethnic minority parents have rich resources that schools can tap to enhance the educational development of the child. The strengthening of relationship between supplementary and mainstream schools could open wider opportunity for teachers and parents to come together for a better understanding and working relationship, where parents can be involved in the whole process of the child's education either at home or at school. Ethnic minority parents and supplementary schools have played the role of partnership, supportive as well as advisory which are further highlighted in chapter 8 under the elements of parental involvement model. However, the rest of this study is devoted to parental involvement in mainstream schools which all children whether from majority or minority group, looking at PTAs, parents in the classroom/curriculum and parent governors.

CHAPTER FIVE

PARENT-TEACHER ASSOCIATIONS

Introduction : Background to the Survey Schools:

In the preceding chapter the roles and functions of supplementary schools were examined. They were found to be making a significant contribution to the educational, cultural, religious and linguistic development of children of ethnic minority groups. Parents contribute financial and materially to see that their children are given extra tuition on top of what they receive in mainstream schools, and in some cases, in areas that are not provided by mainstream schools, such as religion, language (mother tongue) and culture. In this chapter, which deals with the schools' background and PTAs, all children whether ethnic minority or majority are given the same material. Children are considered to be the same irrespective of ethnic background. Two of the schools had between 31-60 per cent of Asian children; three of the five schools, had over 61 per cent of white children in each school. This shows that where there are PTAs, membership could comprise of all the ethnic groups which make up the school. In this study, 45 parents, 35 teachers, 5 headteachers and 12 parent governors were sampled from 5 schools (3 Secondary Schools and 2 Primary) although out of the 12 parent governors, 6 were from the five schools surveyed, while the remaining 6 were from 6 other secondary schools in Coventry. In addition there were 4 Heads of Supplementary Schools.

All the five mainstream schools, and the supplementary schools with the exception of one primary school are from the Coventry area. The one primary school was from the Metropolitan Borough of Solihull. The choice of the schools was such to enable representative views of parents, teachers, headteacher and parent governors, which would be typical of views found in most schools to be given. Similarly the choice from both primary and secondary schools, was to explore the involvement of parents in both categories, and see

how the two are linked in the form of parental involvement in primary and secondary schools in the way parents see their role as parent of adolescents, compared with their role as parents of younger children. The three secondary schools were comprehensive two of which were also Community Colleges. The largest school, a secondary school, had a student population of 1550, while the smallest, a primary school, had a population of 460 pupils. Two of the schools were in group 12, and one Group 11, while the two primary schools fell into groups 7 and 5 respectively. Table 5.0 illustrates the distribution of children, population and the school groupings.

For the purposes of confidentiality, each school has been given a code letter. The secondary schools are coded SSA, SSB and SSC, while the primary schools are coded PSA and PSB.

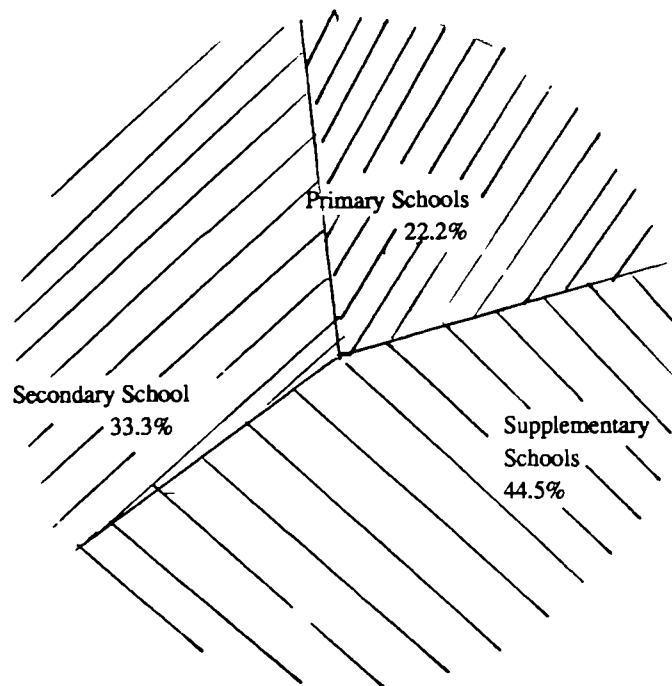
Table 5.0 Distributions of children per school and school groups

School	Pupil Population	School Group
SSA	1260	11
SSB	1550	12
SSC	1290	12
PSA	460	5 (due to move to 6)
PSB	530	6

The table above, shows the wide differences between child population in secondary schools and those in primary schools. The largest school has more than three times (3.4) as many pupils as primary school PSA, and 2.9 times as many as PSB. Parents who are used to the primary school involvement may find a school of 1550 children frightening and too complex to cope with. The administration of the school also becomes more complex with subject specialisation. Parents, in the primary school normally become more used to one teacher per class, while in the secondary schools with larger numbers of children, it becomes one teacher per subject, therefore more teachers per class. The children themselves will normally get confused from the beginning. But gradually get used to it. Parents may find that he/she may have to see more than three or four teachers concerning their child, and each teacher may

have different views about a particular child. Figure 9 illustrates the types of school surveyed in this study.

Figure 9 Types of schools in the survey



From Figure 9 above, it would seem that supplementary schools were more in number than either the secondary schools or primary schools. In terms of parental involvement, however, the study focused mainly on mainstream primary and secondary schools. This is because parental involvement in primary and secondary schools is more applicable to the researcher's home situation. Supplementary schools, however, compliment mainstream schools with regards to ethnic minority children in Britain. However, in Nigeria and Bauchi State in particular, Koranic and Islamiya schools exist to supplement the religious teachings in primary schools.

The Schools' Catchment Areas:

The catchment area of the schools (primary and secondary) varied from sub-urban areas with mostly privately owned houses, to inner city areas where houses are closely packed together with many in poor states of repairs. Table 5.1 illustrates the description of the catchment

areas of the primary and secondary schools as revealed by the headteachers in their responses.

Table 5.1: Description of the areas from which children come to the schools

School	Description of Catchment Area
School SSA	An urban area of mostly privately owned houses
School SSB	An urban area of mostly privately owned houses
School SSC	a) Houses closely packed together with many in poor states of repair and with some multi-occupation b) An area of Council housing characterised by high rise flats
School PSA	Houses closely packed together with many in poor states of repair and with some multi-occupation
School PSB	An urban area of mostly privately owned houses.

From the table above, schools SSA and SSB which are secondary schools drew their children from suburban areas of mostly privately owned houses. This applied also to PSB which was a primary school. But schools SSC and PSA which are secondary and primary schools respectively took their children from areas identical in nature. These were areas with homes which are closely packed together with many in a poor state of repairs and with some multi-occupations. In addition schools SSC had some children from areas of council housing characterised by high-rise flats. These types of areas also revealed the parents socio-economic standards and types of facilities the children could have at their disposal in their homes and also the level of parental interest and involvement in their children's' schools and education. Schools SSC and PSA which fell into the category of comparatively poor areas,

were the ones that had no PTAs or any other similar organisations. They were open however, to all parents irrespective of socio-economic standard or ethnic origin. These two schools did not see the need for organised parent bodies, and as such the section of the questionnaire on PTAs was ignored. This was because the questions were considered irrelevant. Analysis and discussion on the advantages of PTAs is restricted to PSB, SSA and SS therefore. When discussing the disadvantages of PTAs however, results obtained from PSA and SSc are discussed.

Parental Occupations

Parental occupations varied, from largely non-professional, unskilled working population living in areas of closely packed houses in a poor state of repair to a mainly skilled and semi-skilled but professional working population. Table 5.2 illustrates the relationship and comparisons of the residential areas of parents and their occupations as related to their schools.

Table 5.2 Description of parents' residential areas and their occupations

School	Parents' Residential Areas	Parents' Occupation
SSA	A suburban area of mostly privately owned houses	A mix community probably not described in the questionnaire.
SSB	A suburban area of mostly privately owned houses	Mainly skilled and semi-skilled and some professional working population
SSC	Houses are closely packed together with many in states of repair and some multi-occupation An area of council housing characterised by high rise flats.	Largely non-professional, unskilled working population
PSA	Houses are closely packed together with many in states of repair and with some multi-occupation.	Largely non-professional, unskilled working population
PSB	An urban area of mostly privately owned houses	Mixed community probably not described in the questionnaire

From Table 5.2 the parents' occupations closely corresponded to the type of residential areas they live in. However, schools, SSA and PSA fell into different areas and occupation, and the headteachers felt that they were not really described in the questionnaire. The parents seemed to be of such a mix of varying occupation which were not restricted to any specific group.

The Schools' Multiethnicity:

While the children come from different areas with a wide diversity of parental occupations, they also come from various ethnic groups within the communities. These ethnic groups considered in the study were White, Asian, Afro-Caribbean, Mixed and Others. Table 5.3 illustrates the different ethnic groups in the five schools, showing the percentage of each group in the schools. The percentages were not discrete, but within certain ranges as can be seen from the table.

Table 5.3 Ethnic Origin of Children in the Schools

School	Percentage of Children's Ethnic Origin				
	WHITE	ASIAN	AFRO-CAR	MIXED	OTHERS
SSA	over 61	under 10	under 10	-	-
SSB	over 61	under 10	under 10	-	-
SSC	31-60	31-60	under 10	-	under 10
PSA	31-60	31-60	under 10	-	under 10
PSB	over 61	under 10	-	under 10	-

Table 5.3 thus illustrates the multi-ethnicity of the schools in the study. Afro-Caribbean children accounted for less than 10 per cent of the children's population in each of the four schools. Asian children were found in all five schools with the least being under 10 per cent

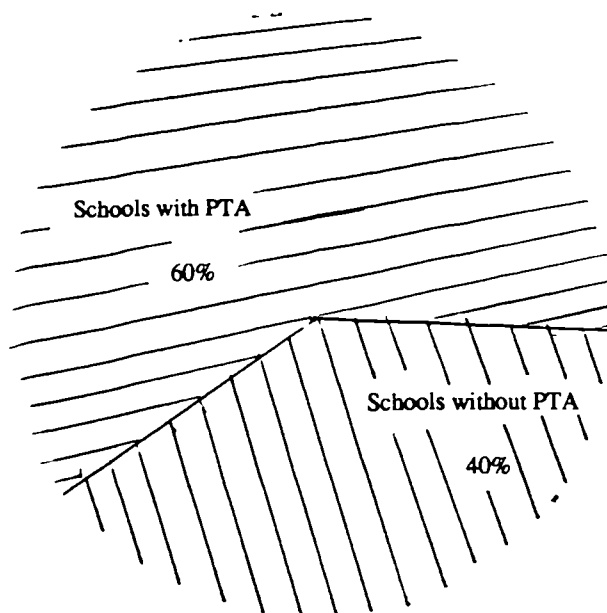
and the highest of between 31-60 per cent. Two of the schools, one secondary (SSC), and one primary school (PSA), had equal percentages of white and Asian children. The actual figures of white and Asian children may not be the same however, since the child population of the schools was not the same as illustrated earlier in Table 5.0. SSC had 1290 children while school PSA had 460 children. The same also applied to the two school that had under 10 per cent of others respectively. PSB had under 10 per cent of mixed children, those with either their mother or father not white. However, SSA, SSB and PSB were predominantly white. This could be related to the type of residential areas and parents' occupation compared with the two schools with a higher mix of children. Residential areas and parental occupation influence the extent of parental involvement in schools. Eggleston, (1977), pointed out that even between residential areas, there are striking differences in educational climate. Differences occur in the system of organisation of schools and buildings as well as the set-up of the school administration as observed by the researcher in the sample schools. Eggleston also pointed out that, there are significant ideological variations between local education authorities and families' perception and attitudes to schools which are also influenced by the area in which the school is situated (Dowling and Osbourne, 1985).

Statistics used for the analysis are variance, standard deviation and Chi-square (X^2) for the hypotheses testing. Percentages are also extensively used in comparing responses and views expressed by the respondents. Variance and standard deviation show the closeness or the spread of the scores. If the variance is small, the scores are close together, and if the variance is large, then the scores are more spread out, the same applies to standard deviation (Way, 1987). A Chi-square (X^2), is used for the test of significance. This is used by consulting the Chi-square table. Having analysed and discussed the residential areas and parental occupations, as well as the multiethnicity of the schools, the remainder of this chapter will focus on the analysis and discussion of the roles and functions of Parent Teacher Associations in the five schools.

Parent-Teacher Associations:

The hypothesis to be tested for significance in this chapter is: *Parent-Teacher Associations being one of the various phases of parental involvement in schools make no significant contribution in the day to day running of schools.* In this analysis, the views of headteachers, teachers and parents were taken into consideration. Note however, that the views are almost entirely obtained from three of the five schools i.e. those who had PTAs. Figure 10 illustrates the percentages and number of schools with PTAs.

Figure 10 Percentage and Number of Schools with/without PTA



Three schools (2 secondary and 1 primary) had PTAs, while two schools (one secondary and one primary) did not have a PTA. The two schools without a PTA fell into similar catchment areas as illustrated in Table 5.1. There was no indication that they would form such organisations when the researcher discussed with the headteachers; respondents from these two schools did not respond to section on PTA therefore. In one of the two schools, the headteacher had the following comment : "As the schools do not have a PTA - questions 4-10 are not possible to answer from parent experiences".

The two schools maintained that PTAs may attract only the more confident and articulate parents, and hence put off the majority of parents. As expressed by Cyster et al, (1979), in

their studies, some headteachers felt that a formal PTA would just scare parents away. They also pointed out that affluent and confident parents could dominate the meetings. This was further substantiated by Cullingford, (1985), who felt that PTAs were sometimes dominated by a small group of well-meaning, but, unrepresentative white or middle-class mothers in a school which may be characterised by children from different ethnic/class and religious groups. This feeling was evident in the two schools under discussion. In another conversation, the headteacher pointed out that he already used parents in various school activities and that all parents were welcome in the school; there was no need therefore for an association. The view that some teachers have the idea that they already use parents in schools and as such there was no need for an association was highlighted by the NCPTA in 1986. Schools with this attitude tend to believe that PTAs' main function is for fund-raising (DES, 1969, McGeeney, 1969, Cyster et.al, 1979, Johnson & Ramsom, 1983, NCPTA, 1986).

The remaining three schools have very strong PTAs. Varying activities are organised by the PTA for the benefit of parents, teachers, and children. All the three schools expressed their delight in having the PTAs in their schools. In SSB, the deputy headteacher explained to the researcher that it has a flourishing PTA which is fully involved in various programmes, although basically in the areas of social activities for both staff and parents. This according to the deputy head, has facilitated the bringing together of parents and teachers in an informal manner, for the purpose of sharing experiences, not necessarily on children's matters. Apart from the usual fund-raising activities the PTA was also involved in organising exhibitions and meetings to discuss government policies on education. An example of this was a meeting organised by the school PTA to discuss *Government's Plan for Education* relating to the New Education Reform Bill, on 13 January 1988. The discussion was centred on: Open Enrollment to schools, New Testing proposals, Opting Out of Local Authority Control, New Governing Bodies, more parental involvement, the National Curriculum etc. A visit to the school revealed various activities of the PTA which include academic enlightenment. The PTA Committee comprised of 50 members.

In SSA all parents of children, enrolled in the school are automatically members of the PTA. Participation in the PTA activities was therefore open to all parents. Not all parents however, have time to attend such activities. This was mainly due to the catchment area of the school. The deputy headteacher explained that students of the school come from various catchment areas. Some parents live quite far away from the school. This has made attendance at PTA activities difficult since most of the activities are in the evenings. In view of the catchment area, and the timings of the meetings and the interests of the parents, the main activities of the PTA are carried out by a committee who are nominated by the main PTA body. The members of the committee comprise both parents and teachers. The roles and functions of PTAs were equally realised in school PSB. In this school, the PTA committee was fully involved in the school programme and even in designing some of the schools policies. For example, when the school designed a new school prospectus for 1988/89 the PTA committee was involved with the headteacher, parent governors and teacher representatives in the discussion regarding the lay out of the prospectus, the content and the general outlook, the aim of which was to make it as appealing and comprehensible to parents. PTAs, have varying objectives which are all drawn out to the benefit of the child and the schools.

PTA Objectives

The basic aim and objective of PTAs were considered to be the following, (arrangement according to head teachers' responses).

1. To give parents and teachers a better understanding of each others problems.
2. To raise funds for use by the schools.
3. To provide a point of contact between the school and the community in which it is situated.
4. To provide a close home-school link.
5. To inform parents of the schools' teaching methods and educational philosophy.

Objectives 1 - 3 were all agreed by the three schools with PTA. Two of the three schools agreed with objectives 4 - 5. However, only one school accepted that one of the objectives of PTA was to stand and defend the school. In one of the surveyed schools, the following aims were stated in the school PTA constitution.

1. The aim of the association shall be to foster and to further a mutual understanding and an harmonious relationship between parents and staff of the school, and accordingly to arrange social functions.
 2. To engage in fund-raising activities to provide equipment and facilities advantageous to the school.
 3. To promote discussion on general educational matters.
 4. To take action, after consultation with the Headteacher, on matters which directly concern the school.
 5. The Association shall in no way interfere with the general policy or organisation of the school or the work and responsibility of the Headteacher and staff.
- (for further detail of the constitution see Appendix D).

Table 5.4 illustrates the headteachers' views on the aims and objectives of PTAs.

Table 5.4 The Aims and Objectives of PTAs:

Item	Headteachers' Views				
	SSA	SSB	SSC	PSA	PSB
2(i) To provide a close home-school link.		√		√	
(ii) To give parents and teachers a better understanding of each others' problem.	√	√		√	
(iii) To raise funds for use by the school	√	√		√	
(iv) To inform parents of the schools' teaching method and educational philosophy	√	√			
(v) To provide a point of contact between th school and the community in which it is situated	√	√		√	
(vi) To provide a forum for discussion on children's' progress					
(vii) To help with school administranon					
(viii) To stand and defend the school		√			

It can be seen from the above table that the aims and objective of PTAs have nothing to do with those areas most feared by heads, i.e. discussions on children's progress and school administration. It was only in one school that the headteacher indicated that the PTA "provided advice at the formative stage of discussion about new policies to which parents may be able to contribute". This view was in practice when the PTA committee was involved in the discussion on the schools new prospectus, for 1988/89 as discussed earlier. PTA contribution and the perception of their objectives depend largely on how far the headteacher wants the association to go. Rutherford Jnr, (1979), however, emphasised that the main goal of PTA is facilitating co-operative efforts between school and parents and to improving the quality of partnership. Other goals of parents and PTAs are:

1. Parental representation on school governing bodies.
2. More open schools.
3. Community schooling.
4. Use of school resources outside school hours.
5. Accountability of teachers to their client -parents and pupils.
6. More equal partnership between teachers and parents (Taylor Report, 1977)).
7. Barriers of apprehension or potential threat between parents and teacher met by one means or another as individuals, valuing each others' skills and qualities.
8. Parents attempts to have an influence on their children's education.

The NCPTA however, summarise the objectives of PTA and parents as to advance the education of the pupils of the school by providing and assisting in the provision of facilities for education at the school. This is true in both developed and developing countries. Even where there are no organised and established PTAs, parents are involved directly or indirectly in school activities. But the need for formal organisation such as PTA, PTO or Friends of the School are a forum through which parents and teachers can work together for the betterment of children's education. The basic thing about PTAs is that they depend for their organisation on at least the goodwill, if not active support of the teachers, as pointed out by Sellick (1985), and especially the head, for premises in which to meet, and access to pupils for the distribution of literature to parents. When headteachers were asked if parents were notified of their children's progress through written reports rather than through a PTA meeting, four of the five headteacher (80 per cent) agreed that PTA meeting should not be used for this purpose. This showed that PTAs were not involved in academic aspects of the school directly.

PTA committee meetings were perceived by two headteachers, to be both formal and informal, depending on the circumstances of the meeting. There are various types of meeting as enumerated by Bell et al, (1984), and these are:

- command meeting.
- advisory meetings.

- selling meeting.
- negotiating meeting.
- problem solving meeting.

Bell, (1988), however, analysed eight types of meetings and suggested that a meeting may be concerned with any of these. The types of meeting devised by Bell as compared to what Bell et al, (1984), suggested are:

- putting information across.
- obtaining information.
- persuading.
- solving a problem.
- making a decision.
- instructing.
- motivating.
- ad-hoc.

A PTA meeting can then take any of the above forms whether the meetings are formal or informal will depend however, on the arrangement of the chair of the committee and the headteacher as well as the business of the meeting. The correlation between children's interest in school work and their parent's willingness to support school PTA activities, raised so much interest that even one of the schools without a PTA responded. Four schools, (80 per cent) agreed that there was correlation between children's interest in school work and their parents' participation in PTA programmes. Children's progress at school is then directly related to the degree of parental involvement and more generally to parental attitudes to school. The Plowden Committee, (1967), further supported the idea that a high association between parental attitudes to school and high achievement really exists. This correlation could not be statistically measured from the responses gained from headteachers involved, as the PTA was not necessarily the only form of parental involvement in school. The PTA has however, been found (Davies, 1987), to be the oldest and by far the largest vehicle for parent

involvement in schools. The fund-raising function of PTAs is significant in looking at PTA contributions to schools.

PTAs as Fund-Raising Associations

All the three schools rejected the idea that PTAs should act only as fund-raising bodies and not be involved in the life of the schools. Although fund-raising has always been the major function of PTAs, (Lingard and Alland 1982), its function goes beyond this. Davies, (1987), has pointed out that PTAs typically work to support schools by raising money for local activities, providing information and parent education, advocating increasing funding, and building awareness on issues that affect children such as drug and alcohol abuse, and child abuse. The supportive role of PTAs is further highlighted in chapter 8 as one of four elements of parental involvement model.

The restriction of PTA activities may vary from school to school. Cyster et al, (1979), showed that where PTAs were established, their activities were often restricted to the raising of money and the organising of school events. The fund-raising function of PTAs is only one of the numerous functions as was illustrated earlier. Lingard and Alland, (1982), found that some schools put fund-raising as the third of their aims, behind the fostering of improved relations between home and school and arranging at social functions. Sellick, (1985), emphasised that the most common objective of PTAs, whether formal or informal, is to provide a close link between home and school and, to raise funds. PTAs have a genuine interest in the welfare of schools (Cullingford, 1985). Cullingford argued that PTAs can be relied upon in the schools hour of need, indeed, for some headteachers PTAs represent a valuable resource not merely as the means of raising funds. They are also useful as a reserve battalion for headteachers in disputes with the LEA particularly over resources.

The argument that PTAs are dominated by a few articulate middle-class parents as pointed out by Cyster et al, (1979), has been the basis for some headteachers to reject the whole association or similar organisations. From the researchers' discussion with the heads of the

two schools without PTAs, they showed that parents of most of the pupils do not speak and understand English so the idea of a PTA may alienate them. Instead, parent participation in these two schools was open to all parents, irrespective of ethnic origin or class. The methods of involvement were varied, hence, parents should not see PTAs to be the only form of parental involvement therefore. In the responses of the three schools on this topic, it was very difficult to draw any conclusion. Of the three schools, one school agreed that PTAs are run by small in-groups of middle-class articulate parents who do not necessarily represent other parents. Another school did not agree, while the third school said it was not applicable to them. The agreement came from the school which is situated in a suburban area of mostly privately owned houses with over 61 per cent white children in the school and under 10 per cent of Asian and Mixed children respectively. Parents are mostly middle-class and articulate. The disagreement came from the school with similar background but whose parents were from mainly skilled and semi-skilled occupations. Although the response was inconclusive these schools had strong and thriving PTA as explained by the headteachers, and there was no indication of scaring parents away as argued by Cyster et al, (1979). In the developing countries such as Nigeria and other African countries, membership of a PTA covers the whole community rather than just parents and teachers as supported by Bray et al (1986). However, the running of the affairs of the PTA may still be in the hands of few articulate, but not necessarily literate parents (Lingard & Alland, 1982). While PTAs are involved in school activities in various ways, there was no evidence that their involvement extends to school administration.

The PTA and School Administration

As pointed out by Tomlinson (1984), the pressure to set up a PTA originates mostly from middle-class parents. Some schools and teachers were resistant to a movement which they feared might interfere with their professional activities. All the three schools agreed that their school PTAs did not interfere with the running of their schools. In most cases PTA activities are usually restricted to certain areas as pointed out by Cyster et al, (1979), i.e. fund-raising. But in one of three schools, a deputy headteacher explained that their PTA was

fully involved in various programmes in the school, basically in the area of providing social activities for both staff and parents. PTAs as confirmed by the responses, do not interfere with the professional aspect of teachers particularly in school administration. This has been clarified by Sellick, (1985), that English PTAs, do not exert much influence in policy making nor is it their intention to do so. Sellick further stressed in a word of warning that:

"...it is advisable to stress from the outset that the day-to-day running of the school is the responsibility of the headteacher, and the Governors... A PTA or similar body has no authority over the administration of the syllabus or organisation of the school but its cooperation with the governing body is obviously advisable" (Sellick, 1985 p 48).

It has also been stressed by Sellick, (1985), that the focus of attention was on the children in whom both parents and teachers have interest. These views and similar ones affirmed the responses of the three schools that PTAs do not interfere with the running of their schools. Cullingford, (1985), confirmed that PTAs are not usually seen by the head and teachers as a threat to the running of schools. PTAs, according to Cullingford do not seem to have much interest in the curriculum but a genuine interest in the welfare of the school and the children. Beattie, (1985), also support this idea;

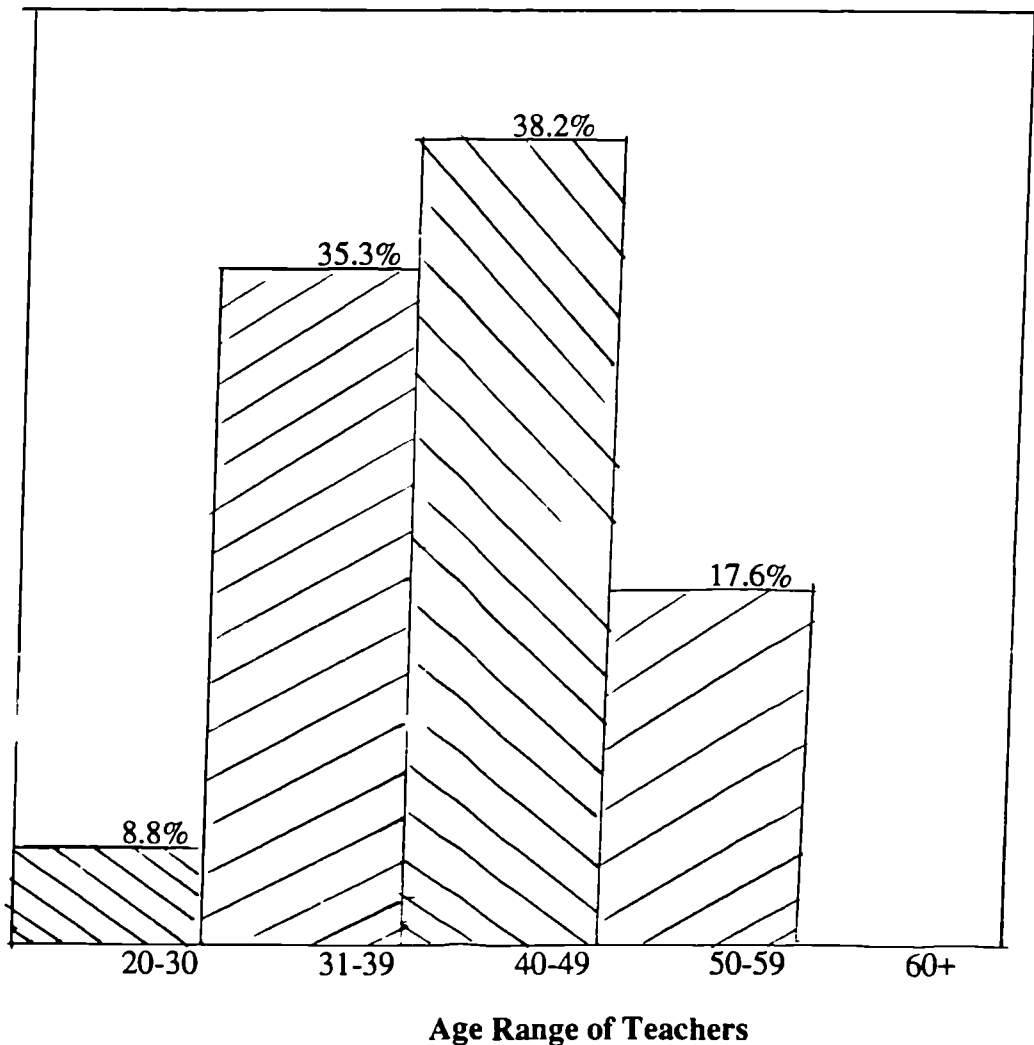
"The Association shall foster and support the welfare of the school by all legitimate means, but shall at no time interfere with the discipline of the school, nor with the work of the Headmaster and staff" (Beattie, 1985 p.170).

All the three schools agreed that PTAs work for the benefit of the children, the school and the community. One of the objectives of PTA as suggested by the (NCPTA), is to foster more extended relationships between the staff, parents and others associated with the school. Parents and teachers come together as an association or sometimes just Parent Association (PA) not necessarily with teachers, mainly because of the children who are the centre of interest. The community, because they are separately and individually interested in the school, which includes both children and staff, participate in the PTA activities. This was illustrated by Bray et al, (1986), who found that sometimes membership of PTA included the whole community. PTAs are therefore confirmed to work for the benefit of the children and the school as well as the community in which the school is situated.

Teachers' Views of PTAs

A PTA as defined by Beattie, (1985), is based on the idea that parents and teachers share a common task, that is the educational development of the child. The establishment and the operation of PTA is at the discretion of the headteacher the main membership however, consists of parents and teachers. Where teachers are excluded from the association as in some schools who have Parents Association (PA) (Sharrock 1979), or in an informal way, Friends of the School, which include not only parents and teachers, but even grandparents, former students of the school or any interested individuals, then the association, becomes purely for parents and/or other interested groups. However, in most cases some parent and parent-teacher associations and Friends of the School are formed to rectify what its members see as a problem (Macbeth 1984), particularly those problems such as the closure of a school, lack of funds, financial shortages, rejecting parents wishes such as the Dewsbury affair etc are concerned. Many parent and PTAs have their origins in a more general belief in liaison between home and school, and between parents, teachers and pupils as explained by Macbeth.

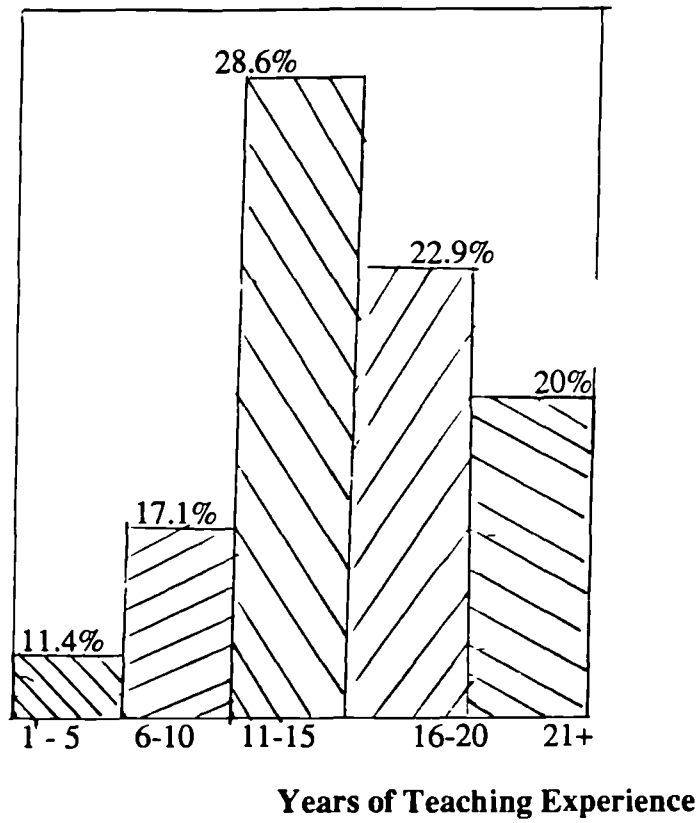
Whatever type of association, whether parents alone or parents with teachers or Friends of the School, the task in which they are all involved, is the development of the child (Burgess, 1973). In this study, the opinion of teachers on the role and function of PTA was therefore important since they form a good proportion of the association. There were 35 teachers in the sample, of whom 68.6 per cent were female teachers and 31.4 per cent male teachers. Of this sample, 62.9 per cent were married and 37.1 per cent single. This revealed the attachment they have with children and how they themselves could be involved not only as teachers but also as parents, being either father or mother. The age range of teachers varied from 20-30 years old to over 60. Figure 11 illustrates the different age range of teachers. Most teachers fell into the age range of 31 - 39 and 40 - 49; 17.6 per cent were between the age range of 50 - 59, and none were in the range of 60+. The standard deviation of 0.884 and a variance of 0.781 show how wide spread the age range was, although, with a mode of 13 which is the 40 - 49 age range being the median.

Figure 11 Histogram Showing the Age-Range of Respondents

Teaching experiences of the respondents varied also from less than 5 years forming 11.4 per cent to as high as over 21 years, 20 per cent. The majority of teachers fell within 11-15 of teaching experience forming 28.6 per cent with a modal and median of 11-15 years. The others fell into the following groups 6-10 years, 17.1 per cent and 16-20 years 22.9 per cent. Figure 12 below illustrates the wide spread of the scores of the years of experience with a standard deviation of 1.285 and a variance of 1.652. This shows that the number of years of experience is more spread across the age range when the standard deviation and variance

are compared. It may be recalled that small standard deviation means close scores and large standard deviation means wider spread of scores.

Figure 12 The Age Range of Teaching Experience



Teachers' views on the roles and function of PTAs are presented in the Table 5.5 below.

Table 5.5 Teachers' Views on The Roles and Functions of PTAs.

ITEMS	RESPONSES %						
	F		M		SD	VAR	X ²
	YES	NO	YES	NO			
1. Are you a member of the school's PTA committee?	2	16	1	6	0.310	0.102	
2. Do you think association/committee meetings foster good home/school links.	16	6	2	6	0.276	0.076	4.3636*
3. Should parents through assoc'n /committees have more say in what their children are taught?	5	9	5	2	0.499	0.249	2.3864**
4. Should teachers make efforts to attend assoc'n /committee mtgs	8	5	5	2	0.477	0.228	-
5. Should head-teachers encourage teachers to attend the association/committee meetings?	8	8	7	1	0.484	0.234	3.2000***
6. Do you consider the most important role of PTAs or similar association to be fund-raising for school?	8	8	1	7	0.484	0.234	3.2000**
7. Do PTAs and and similar association/committees interfere with school programmes?	1	14	-	8	0.204	0.042	0.5576

8. Do you consider of parents attending PTA meetings encouraging	5	7	3	3	0.497	0.247	0.1363
9. Do children show in their work when their parents attend PTA or similar assoc'n meetings regularly	7	6	2	4	0.499	0.249	0.6259

* $\alpha \geq 0.05$ ** $\alpha \geq 0.10$ *** $\alpha \leq 0.10$

Earlier in this section, it was found from the responses that there were twice as many female teachers than male teachers. There were 24 Females (68.6 per cent) compared to 11 Male (31.4 per cent) teachers. The analysis in this section illustrates the responses according to sex. The first task was to find out how many teachers belonged to their school's PTA. Eighteen female teachers responded and only two belonged to the PTA. Seven male teachers responded and only one belonged to the PTA. In all, three teachers out of 25 belonged to the PTA. Membership of PTA is supposed to be open to both parents and teachers, but even where there are PTAs, teachers seem to be apathetic about becoming members. Burgess, (1973), has pointed out that :

"Teachers often distrust PTAs because of the myth that such associations virtually run schools in the United States (there is no evidence of this)" p.194.

Even when they belong, it has been show,¹⁴ (Rutherford Jnr., 1979), that teachers were viewed as inactive members in most functions. If a good PTA is to be the expression of close contacts between teachers and parents as pointed out by Burgess, (1973), then there is every need that most teachers and parents should be found to be PTA members.

Teachers should not wait until they are stirred by issues that tend to be negative in nature, such as school closures, vandalism, community upheavals, drug and child abuse, arson etc. Given, present educational developments, particularly with the 1986 Education Act, and the 1988 Education Reform Act, schools (teachers) and parents should come closer together so

that ways of working for the benefit of the child can be discussed. PTAs can become real agents for change according to Rutherford Jnr (1979), in the schooling process if teachers join hands with parents in a positive direction.

PTA and Home-School Links

When teachers were asked if PTAs or similar association meetings foster good home-schooling, all the female teachers who responded to this question, (16), agreed that this was so. Eight males teachers responded; 75 per cent agreeing to the view. In all, 24 teachers responded with 91.7 per cent (22) concurring. The main aim of PTAs as stressed by Beattie, (1985), has always been that the Association shall foster and support the welfare of schools. Others, (Macbeth, 1984), may stress the objective to be, working for cooperation between home, school and society, which is still the fostering of good home-school link. The object of the mutual relationship for fostering stronger home-school link is the child. Without the child, the home as an individual, may not relate much to the school, except as part of the community. Therefore, if there is a mutual relationship leading to stronger home-school links then the child stands the chance to benefit from that mutual relationship. In the mutual relationship, the parents and the teachers see each other as the educators of the child and each has some special resources to contribute to the educational development of the child. A good home-school link is where there is respect and valued relationships the end-result of which improves the child's performance at school and at home.

If parents and teachers come together in an association like the PTA, avenues for communication between parent and teachers can be fostered, and a good home-school link established, hence, strengthening home-school relationship which will gradually benefit the child more in his/her educational progress (Burger, 1983). Considering the statistical hypotheses put forward, the role and function of PTA in fostering good home-school link was found to be significant at $\alpha \geq 0.05$. The null hypothesis was rejected at this level, using the chi-square (X^2) as illustrated in Table 5.5. The role of PTAs as regards school curriculum has not been so significant in parental involvement that can receive a wide discussion.

The PTA and the School Curriculum

The acceptance or rejection of the view that parents could through PTAs have more say in what goes on in the schools was, from the responses, rather contentious. While 5 female teachers accepted the view, 9 rejected it. On the other hand, five male teachers accepted as against two who rejected. In all, 21 teachers responded and a total of 10 accepted, while 11 rejected the view. With this response it was difficult to draw any conclusion. The hypothesis was however accepted at $\alpha \geq 0.10$, which shows that PTAs make no significant contribution as to having much say in the school. Payne and Hinds, (1986), found that it was significantly more parents than teachers who thought that parents should have more say in what children are taught. Teachers on the other hand from the responses in this study, did not think that parents should have more say. Parents should have say, but not through a PTA. However, the hypothesis was rejected at $\alpha \leq 0.20$. This shows the half-way trend of the responses of 10 and 11 i.e. 47.6 per cent and 52.4 per cent respectively. This also indicates the divided opinions of teachers towards the role and functions of PTAs.

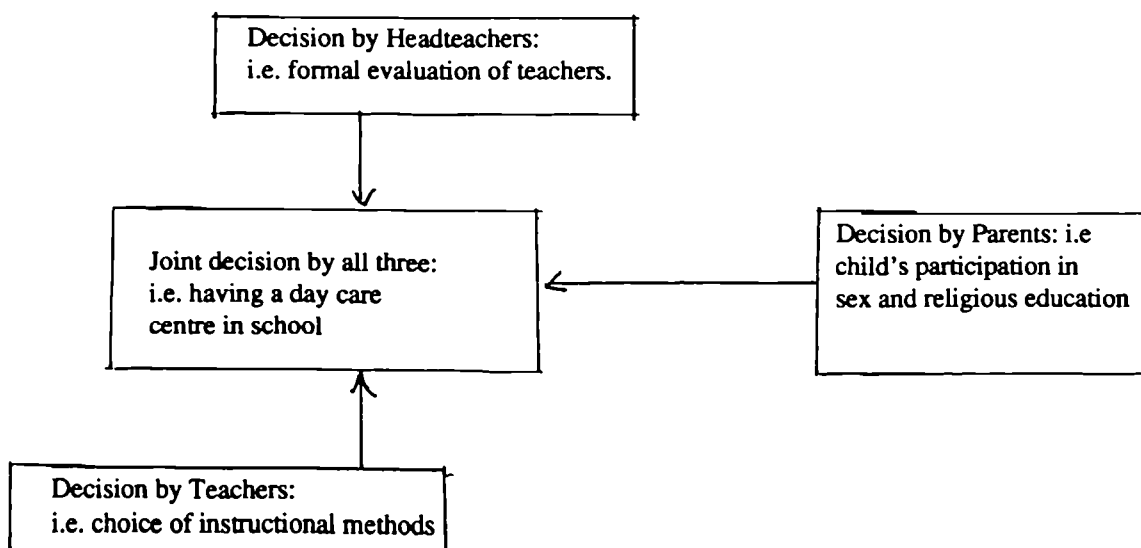
Webb, (1981), found in his survey that items which were concerned with PTA provoked different responses. If schools are to listen to the voices of their parents as pointed out by Marland, (1984), then there must be an avenue through which parents can reach the school. Teachers' responses showed that the PTA should not be the sole avenue through which

parents should have more say in school programmes. Some teachers see PTAs as a means of interfering in the curriculum and not necessarily as desirable as viewed by Beattie (1985). While PTAs may not be allowed to go into the classroom based on the associations, they are involved on individual basis. They need therefore to be advised through the PTA committees during meetings since the committees include teachers, about the curriculum.

The PTA Committee Meetings

The attendance of PTA committee meeting by teachers was partially a welcome idea, with 65 per cent accepting the view, while 35 per cent rejected it. Teachers should therefore make an effort to attend such meetings. Teachers are however, sometimes reluctant to give up their time for meetings which according to Webb (1981), they do not always see as being beneficial in fostering home-school relations. In most cases the purpose of such meetings is to see how a particular problem, which affects the school, can be discussed and solved, in addition to socializing with parents, (Kanji. 1984). Teachers' attendance at PTA committee meetings is an essential part of the PTA, (DES 1967). It is at the PTA meetings which are an affair between parents, teachers and headteacher, that decision and local policies can be made. Barth, (1980), believes that some decisions are best handled by the headteacher, some by teachers, some by parents, while some can be resolved jointly by all the three. Figure 13 illustrates a model of communication and decision-making at a PTA meeting.

Figure 13 Decision-making responsibilities of PTA.



In this model, decisions are best made by the headteacher himself (sometimes being chairperson of the PTA). It is true that in a school, many of the decisions are made by headteachers themselves as pointed out by Bell (1988). For example, decision on a situation where some management action is necessary, such as deciding how to cover for an absent colleague or whether or not to cancel certain proposed activities in the school. In some cases, the decisions are made by the parents, for example in a situation where they have the right of choice on what is to be given to their children such as participation in sex or religious education. When it comes to instructional methods, such as the methodology of teaching mathematics or physics or any other subject the decision is totally left to the teacher. In this case, the headteacher may not even interfere.

However, in certain decisions, as illustrated in Figure 13 all three parties must come together to discuss the issue. For example if the PTA wants to provide some facilities for the school, the headteacher, the teachers and the parents may have to sit together in order to decide what should be the best for the school and the children, and how to get the resources for the facilities to be provided. However, decision-making is a crucial matter that really needs proper handling, be it the headteacher, the teacher, the parents or all the three under the umbrella of the PTA.

Responses gained from teachers showed that most would make an effort, particularly those who are PTA committee members, to attend committee meetings. Teachers' attendance boosts the moral of parents and encourages them to have more interest in the school. What matters most in PTA, whether it be a general meeting or committee meeting is, the attitudes of teachers to parents, and parents to teachers and whether there is genuine mutual respect between them and whether parents understand what the school is doing for their children. It is also important that teachers realise how dependent they are on parental support, whether directly and physically, or indirectly and by sharing objective not necessarily in the school

itself. Following the question of whether teachers felt they should make effort to attend PTA committee meetings, they were asked if headteachers should encourage them to attend such meetings regularly. Female teacher's views were equally divided. There were 16 female teachers who responded and eight said 'Yes' while eight said 'No'. While of the 8 male teacher, seven said 'Yes' and only one said 'No'. In all, 24 teachers responded with 62.5 per cent agreeing with the view that headteachers should encourage teachers to attend PTA committee meetings, while 37.5 per cent did not agree. However, teachers' view on the issue was significant at $\alpha > 0.10$ with $DF = 1$, as shown in Table 5.5. This shows that when headteachers have agreed to the establishment of PTAs in their schools, there is the need to encourage teachers who are on the PTA committee to attend meetings regularly. Since the majority of teachers in this study accepted the view that there should be some effort made in attending such meeting, then the headteachers' encouragement is paramount.

In as much as parents on a PTA committee are representative of the whole parent body of the school, so too are the teachers representative of the whole teaching staff. Teachers at committee meetings observed by the researcher in a PTA committee meeting in one of the sample primary schools, presented views of other teachers. For example, the PTA wanted to buy a deep freezer for the school, but the teachers who were members expressed the feelings of other teachers as to where the freezer should be kept and who should have access to it. When it came to the provision of certain facilities such as computers, the teachers also expressed what their priorities were as far as they were concerned and what would benefit the children. Teachers roles are prominent in PTA meeting whether committee or general meetings and even sometimes special meetings which may be called in an emergency. If meetings are regular and both parents and teachers attend and are encouraged to do so, then there could be proper feed-back. Since the major concern of PTAs as has been pointed out in many studies is with money and material aspects, parents cannot know the needs of the school if teachers do not meet regularly with parents on the PTA committee.

Teachers' Views of PTA and Fund-Raising

When considering whether fund-raising was the most important role of PTAs, female teachers again had the same view as in the previous question. Eight said 'No', while eight said 'Yes'. Male teachers, however, gave a decisive response. Seven teachers said 'No', while only 1 said 'Yes'. In this question those who said 'No' meant that the role of PTAs goes beyond fund-raising. The fund-raising role of PTAs is more dominant than any other roles played. Gray, (1988), has reported for example that in one school the PTA raised between £1,000 and £1,500 from just two events, and another £250 from collection of waste paper on a weekly basis, organised by some parents. The notable events were a Summer Fete and Christmas Fare. These events seem to be very popular in schools organised by PTAs in order to raise funds. In the survey schools there was evidence of considerable amounts of money realised from fund-raising activities of PTAs, as revealed by the heads and deputy head teachers. In one of the secondary schools a total of over £800 is realised yearly. While in the primary school about £2,500 yearly. In the secondary school the money is used as financial security for musical productions, and for the purchase of items. Here again a total of 24 teachers both male and female made their responses; with 62.5 per cent having the view that the role of PTA is more than just fund-raising. The view that the most important role of PTA goes beyond fund-raising was significant at $\alpha > 0.10$.

The Plowden Report, (1967), has stressed that one of the purposes of a PTA is to stimulate and answer questions about schools and how they work. However, in headteacher responses, it was found that fund-raising ranked among the first three most important objectives of PTA, whether in the developed or developing nations, the decision as to how the funds were to be used was left to schools. With new policies and reform in education the roles of PTAs and parents are widening and the objectives are moving further away from just fund-raising and social events (Macbeth, 1984). PTAs are therefore redefining their position in educational systems which, are themselves, in the process of change. Cyster et al, (1979), has pointed out that in schools where PTAs were established, activities were often restricted to the raising of money and organising social events. When headteachers get to know the PTA committee

however, they usually respond to feasible suggestions and allow PTA to take over more functions and responsibilities. Most modern headteachers appear to be in favour of PTAs.

The fund-raising aspects and other material benefits enjoyed by schools is stressed much more than any other aspect of the role of PTAs. Several studies have shown that PTAs have certainly contributed and improved a lot of schools in the physical amenities as pointed out by Burgess (1973):

"..PTAs have certainly improved the physical amenities of many schools. They raise funds, build swimming pools, greenhouses, lay out gardens, run summer schools - as well as providing valuable refreshments at school functions."
(Burgess 1973, p 194).

Bray et al (1986), have illustrated the tremendous contribution of PTAs in the African communities which includes even building of schools and other major capital projects. Barth (1980), and Kanji (1984), have also pointed out similar contributions of parents in various spheres of school life. The role of PTAs can then be seen and considered much beyond just fund-raising as already agreed by majority of the respondents in this study. Bray et al, have highlighted the significant role of PTA and the community at large in education in the African society. It is evident in Bauchi State as in all the states of Nigeria that PTAs in most cases have contributed towards the building of schools, the purchase of school vehicles, providing essential materials, providing money for maintenance of the school buildings and several other essential services to the schools. PTA membership, particularly in the primary schools, is open to the whole community, and as such contributions are not limited to parents but the whole community.

PTA expenditures in most schools in Bauchi State normally runs into several thousands of Naira (£1 is approximately N 12, where N is for Naira). For example in the Government Girls Secondary School in Bauchi Town, in 1985, a total amount spent was N9,447 which left a balance of N2,623 in the account. While in a Teachers' College in Toro in Bauchi State, a total expenditure of N13,095.60 was incurred with a balance of N150.00 from April 1985-April 1987. The details of the expenditure are contained in Appendix I. In spite of the contributions made by PTAs they have not been found to interfere in school programmes. A

few headteachers and teachers see them as interfering as well as threatening to their professions, not every school has a PTA however. Some headteachers think PTAs mean interfering parents this has caused some teachers who are even keen on PTAs to have objections. There are still headteachers who resist the idea of a PTA (Taylor and Duffy, 1988). However, in this study, teachers were very decisive that PTAs do not interfere with their school programme as also shown by the headteachers responses in the preceding paragraph. The responses of the male and female teachers contained in Table 5.5 illustrates the total agreement of teachers on whether PTAs interfere in the school programmes. Out of the 15 female teachers, 14 said PTAs do not interfere (93.3 per cent) while of the 8 male teachers who responded all of them (100 per cent) also agreed that PTAs do not interfere. In all, 23 teachers responded with 95.7 per cent all agreeing on the positive side of PTAs. The standard deviation of 0.204 and a variance of 0.042 show how very close the scores are.

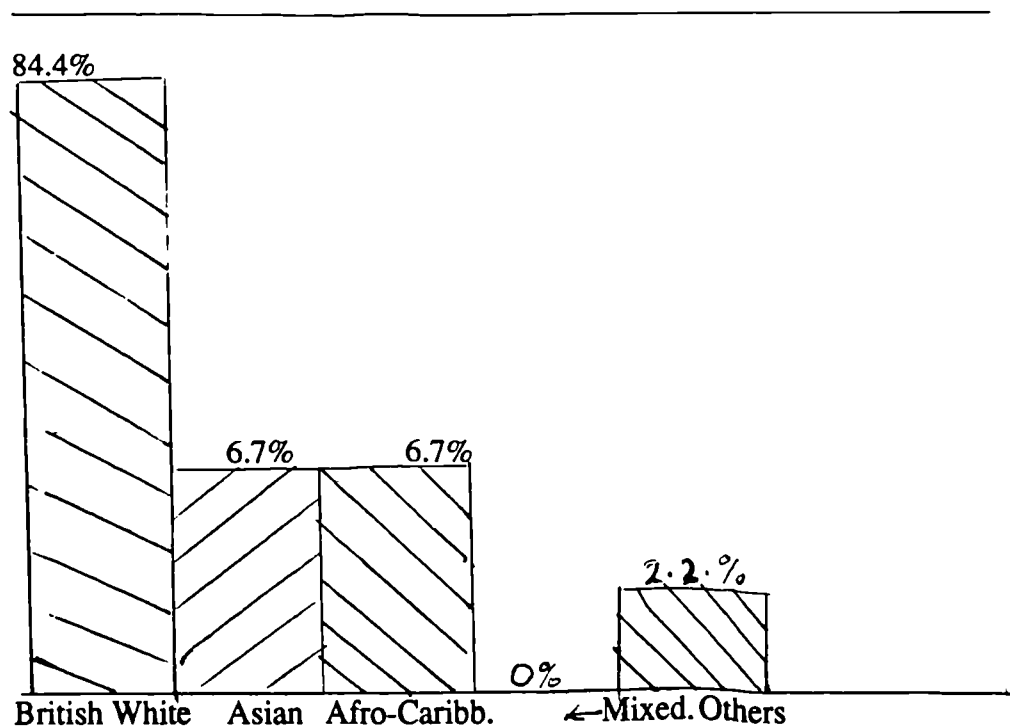
The responses of teachers in this study has helped to dispel the view that PTAs might try to interfere with running of schools, instead, PTAs now form part of the solution to educational problems, rather than being considered as part of the problem. Tomlinson, (1984), in her reference to PTAs said that some schools and teachers become resistant to PTAs because they fear they might interfere with their professional activities. Brighouse, (1985), has however supported the views expressed by teachers in this study that PTAs are not usually seen by heads and teachers as threats in the running of schools. The Plowden Report, (1967), also pointed out that there was no little evidence of PTA interfering in school; these findings were based on an American experience where PTAs in one form or another are almost universal. In a visit to America as pointed out by the report, there was no evidence to show that PTAs interfere or run schools, as also explained by Burgess (1973). Cyster et al (1979) have expressed similar views where they reported a headteachers' view saying:

"... I don't see the PTA as having any say in the running of the school", P.33.

The attendance of parents at PTA meetings and whether children show more interest when their parents attend PTA meetings regularly showed significant differences. The responses of teachers, both male and female in Table 5.5 did not show any conclusive evidence of this

since their views were almost equally divided. It has been shown in several researches that parental involvement and encouragement may produce better performances, but parents' attendance at PTA meetings is seen as one form of parental encouragement to both the child and the school. Payne and Hinds, (1985), in their study in Barbados found that parents' attendance at PTA meetings was not perceived by parents and teachers as having significant positive or negative effects on children's performance. The significant contribution of PTAs in terms of material and money has however, helped in the smooth running of schools which has in turn benefited children. Attendance at PTA meeting by parents did not show lack of parental interest in the school and their children's education. For example in Bauchi State, parents readily pay any PTA levy imposed by the PTA committee without necessarily attending meetings. Parental interest may not necessarily mean being a PTA member; attendance at PTA meeting may not have much influence on children's academic performance therefore. However, the overall responses of teachers on the roles and function of PTA showed that, in general, most teachers agreed that PTAs do not interfere in their school programmes, and most teachers do not belong to PTA. The majority of teachers agree that the PTA is a good home-school link.

Figure 14 Parents' Ethnic Groups



Parents' Views of PTAs

There were 45 parents consisting of 10 fathers and 35 mothers making 22. per cent and 77.8 per cent respectively. The 45 parents were composed of 38 British White parents, three Asians, three Afro-Caribbeans and one other. Thus making 84.4, 6.7, 6.7 and 2.2 per cent respectively (see Figure 14). It was found that 32 parents belonged to PTAs while the remaining 13 were from the schools without a PTA. The parents who responded and belonged to the PTA were asked to briefly express their views on PTAs or similar associations. The following views were recorded. The views are listed in order in which they were expressed by the parents. The views expressed, can be analysed into the following four categories; namely:

- i) Links between home and school.
- ii) Parent involvement in schools.
- iii) Supportive role.
- iv) Fund-raising role.

The views expressed though divided into categories, but are not limited. Some views can be both supportive and fund-raising etc, as illustrated in the groupings below:

1. Links between home and school

"They can help make links between parents and school and with other activities, such as fund-raising. I have been involved with a PTA in the past".

"They do very good work fund-raising and keeping in touch with the teachers and parents to see what is best for the children".

"They can be very useful in communication between parents and school activities".

2 Parent involvement in schools

"PTAs are an excellent way of getting the parents involved with the school and of raising extra funds for the school. An ideal way of parents teachers and children meeting socially".

"They present an excellent opportunity to take part in assisting ones children as they attend school - also helping others with activities such as fund-raising and giving help and opinion on activities at the school. They are also useful as a point of receiving information about the school at PTA meetings".

"Very beneficial to parents involved and also to school i.e understanding education system and policies within schools. Also good for parents to have a voice".

3. Supportive role

"Can be very useful if the local authority takes any notice of them".

"PTAs are useful, Friends of ... can be much more 'closed' groups".

"PTAs or the like can play a very useful support role in the life of the school. Unfortunately this will largely depend on the make up of the Association - the involvement can become counter productive".

"They have in important role to play in supporting the aims of the school and its staff. Can sometimes be a platform for an individual beliefs that are not necessarily in the best interest of the school and its pupils. Also too much commitment is often required thus putting off potential member parents with limited time and resources".

4. Fund-Raising

"They present an excellent opportunity to take part in assisting ones children as they attend school - also helping others with activities such as fund-raising and giving

help and opinion on activities at the school. They are also useful as a point of receiving information about the school at PTA meetings".

"PTAs are an excellent way of getting the parents involved with the school and of raising extra funds for the school. An ideal way of parents teachers and children meeting socially".

"They can help make links between parents and school and with other activities, such as fund-raising. I have been involved with a PTA in the past".

"They do very good work fund-raising and keeping in touch with the teachers and parents to see what is best for the children".

The various views expressed the roles and functions of PTAs as perceived by parents. These views were expressed by 10 parents. There is the evidence from the views expressed that fund-raising is one of the main functions of PTAs. The views also demonstrate that parents realise the importance of PTAs to schools. There were however, few who showed PTAs to be counter productive. All the comments presented supported the objectives of PTAs agreed by headteachers analysed in the preceding section. For parents who were previously involved in a PTA it was felt that they helped to provide links between parents and schools. While another parent said PTAs can be very beneficial to parents and school particularly in understanding education system and policies within school.

The views expressed also showed the supportive roles of PTAs to schools; and rejected the hypothesis put forward that PTAs do not make significant contribution in the day-to-day running of schools. There was evidence from the views that PTAs contribute in various ways in the day-to-day running of schools. These may include:

- social meetings and activities
- financial contribution in forms of fund-raising

- links between home and school
- academic

A parent pointed out that a PTA is an essential aspect of school life. These views could as well be applicable to most parents. The parents who had no PTAs in their schools may however, have different views of PTAs, since they did not respond to the question on PTA, their views are not known. Some parents are interested in forming a PTA, but the schools' heads would not allow the establishment of such organisation. It has also been found from their views that parents who belonged to PTAs were not there only for their children but for the school as a whole. It was only one parent's view that showed that PTAs present an excellent opportunity to take part in assisting one's children as they attend school. Parents views on PTA meetings are presented in Table 5.6

Table 5.6 Parents' Views on Importance of PTA Meetings

ITEMS	RESPONSES			
	YES	NO	SD	VARIANCE
4. Would you say parents who do not attend PTA meetings are not truly committed to assisting their child's educational progress?	2	29	0.246	0.06
5. At most PTA meetings do you only listen to what the headteachers wants?	1	26	0.189	0.036
6. Should parents make effort to attend PTA meetings regularly as called?	28	1	0.182	0.033
7. Do you think PTA meetings foster good home-school links?	28	2	0.25	0.062

Table 5.6 above gives a clear decisive responses as far as the PTA meetings are concerned. From the responses of 'YES' and 'NO' and the standard deviation, there is evidence that

parents had consensus in their agreement to the views. Almost all parents disagreed with some views presented in items 4 and 5. For example; 93.5 per cent did not agree that parents who do not attend PTA meetings are not truly committed to assisting their children's educational progress. The concept of assisting refers to the efforts of parents towards facilitating their children's educational performance. This could be either at home or at school, depending on the parents and the schools' programmes for the children. It was expressed in the preceding paragraphs that attendance of PTA meetings has non-significant effect on children's school work. Therefore as shown from the parents' views, they can be committed to seeing that they facilitate their children's educational progress, whether or not they attend PTA meetings. Many parents could be involved in some duties that may not allow them to attend meetings. Some parents have shift work which may coincide with PTA meetings. Others, particularly single parents may not have anyone available to look after their children while they attend to schools' meeting and other functions for parents. All these do not mean parents who do not attend such meetings had no interest in their children. What could be needed as pointed out by Payne and Hinds (1986) and discussed earlier, is a change in the timing of formal PTA meetings and provision of facilities for mothers.

Parents agreed (96.6 per cent), however, that efforts should be made to attend PTA meetings regularly as called by the committees. The views expressed showed that PTA meetings had no direct effect on the child's academic progress but that it was essential that parents should attend. All parents except one who responded to item 5 agreed that they did not only listen to what the head wants, 96.3 per cent of parents accepted this view. The response also showed that at PTA meetings, parents make suggestions to the school. The researcher's experiences at those PTA meetings attended during data collection confirmed the views expressed by parents that they do not just listen to headteachers. While the headteachers know what to present to the PTA, the parents also have their voices on what the school can gain from them. One parent felt that it was "good for parents to have a voice". If parents are there on the PTA to listen only to the headteacher many will not be members. However, Table 5.6, considered parents' responses to the question "Do you think PTA meetings foster good home-school

links?" The responses were almost unanimous, with 93.3 per cent agreeing. Statistically, there is significantly greater positive responses showing that the fostering of good home-school links is important. The home-school link is just one of the strengths of PTAs in schools however. Other ways that have already been discussed based on the views of parents include, a) supportive role of the PTA, b) fund-raising and c) parental involvement in schools.

Sellick, (1985), found that the strength of PTAs lies in fostering good relationships between parents, both individually and collectively, and the school. This has also been expressed by a parent who said that PTAs "can help make links between parents and school and with other activities...". PTA meetings normally bring both parents and teachers together, sharing the experiences of the children. While the parent who has more contact with the child and knows the physical, emotional and social development of the child, the teacher knows more about the educational and psychological development, hence, when the two come together with understanding and mutual respect there will be exchanges of ideas and experiences about the child which make teachers understand the children they teach better. This helps the parents to understand the teachers' problem in dealing with the children and the teacher, in gaining knowledge from the parents, get to know the children better. The social aspect of it cannot be over emphasised. The meetings create more understanding between the teachers and parents and the community. In Nigeria, as in other African countries, as pointed out by Bray et al, (1986), where the local community are all members of the PTA, the school gets closer to the community. Table 5.6 has shown that PTA meetings make a significant contribution to the success of the PTA it self and to the day-to-day running of schools. Item 4 indicated that there is no significant influence on the parents' commitment in facilitating their children's educational progress if parents attend PTA meetings. A parent may not be directly and physically involved in most school activities, but may be committed to assisting the child at home in all aspects of the child's education. However, lack of interest in school activities does not signify lack of parents' interest in the child's education.

Table 5.7 Parents view on the roles of PTAs

ITEMS	RESPONSES			
	YES	NO	SD	VARIANCE
8. Does the PTA encourage parents to give help to support to their children?	27	2	0.253	0.064
9. Does your children's school PTA mail to all members up to-date news and comment?	27	4	0.341	0.116

Table 5.7 shows the statistical significance of PTAs in encouraging parents to help and support their children and PTAs mailing news to other parents. The sort of help referred to in this discussion includes parent assistance in the classroom, or at home on educational matters by showing interest in what the children do or by listening to them read, or providing educational materials for them in the home and at school. Other spheres of help include assisting on educational visits and attendance at meetings to discuss children progress. The PTA is there to encourage parents to give help and support to their children in this direction by making parents more aware of what they can do for their children in order to improve their educational achievement. The 'YES' and 'NO' responses and the standard deviation shows how close the score are. Out of 29 parents responding to the question on PTA's encouragement to parents to give help and support their children 93.1 per cent accepted that the PTA of their schools have been fulfilling this role while only 6.9 per cent said 'NO'. This gives a standard deviation of 0.253. It is one of the vital aspects of PTA meetings, other than fostering good home-school links, social understanding etc. to encourage other parents to give help and support to their children.

In Nigeria, and Bauchi State in particular, it is most common to have PTA meetings at which even Ministry of Education Officials are invited to talk to and encourage parents to give support to their children. Other than home-base support, PTAs launch appeal funds where

parents and the community are encouraged to help and support the schools in giving financial and material support to the schools. This financial and material support help the school in providing certain facilities that encourage the children more in the schools. PTAs also encourage individual parents at meetings to help their own children by making sure they (children) do their homework particularly in primary schools and where the secondary school is a day-school. Also, that their children go to school on time, have something to eat and are clean. This was the type of encouragement and help that parents could give according to Bray et al, (1986). By helping their own children, parents will find that they are also helping the school.

Mailing school information and PTA news to parents received quite a positive response as illustrated in Table 5.7, in which 31 parents responded to this item (No 9). Of this number 87.1 per cent accepted that PTAs mail up-to-date news to them. Only 12.9 per cent did not receive such news. A standard deviation of 0.341 also shows close scores though not as close as in item 8. In all the five schools visited by the researcher, PTA notice boards were conspicuously displayed so that as soon as any parent entered the school he/she could see it. New notices were posted alongside copies of those sent to parents. The parents' room provided by some schools, (in this study there was one in a primary school) gives the opportunity for parents to meet, and, for newsletters and comments to be distributed.

Conclusion

In this chapter, it was found and shown that not all schools have PTAs, and where there were PTAs, not all parents were members. The number of PTAs now however, grows from year to year. According to the NCPTA, in 1975 there were 1,045 member associations, but by 1986 there were 5,600 member associations with 37 Area Federations. Cyster et al, (1979), found however, that 35 per cent of all primary schools had a PTA or other formal parent association such as Parent Association (PA). This was according to Cyster et al, a distinct increase on the findings of the survey carried out for the Plowden Report, (Cyster et al 1979). During the Plowden Report there were only 17 per cent of primary schools with PTA. School PTAs may continue to increase as more headteachers see the need for them. There are however some

PTAs that have not been affiliated to the NCPTA. For example, one of the sample schools with a PTA was not affiliated as of April 1987 when the researcher attended a committee meeting. It was at the meeting that affiliation to the NCPTA was discussed. The National figures by the NCPTA do not however, show how many PTAs there are in primary and secondary schools. Of the five schools surveyed, the two schools that had no PTA did not reveal any plans to establish one. They believed that schools with an informal, open-door policy were more effective than those with a PTA. As far as the headteachers were concerned a formal PTA was not necessarily related to effective schooling; some parents found such formal structure to be intimidating (Mortimore et al, 1988, Cyster et al, 1979). The headteachers felt that they had enough contact and communication as well as social activities and financial support without necessarily having a PTA or similar association.

PTA objectives were analysed and headteachers, teachers and parents saw these objectives appropriate to their schools. However, it was found that PTAs have traditionally concentrated on social events and fund-raising but with some increasing concern on educational matters, PTAs have also been found to arrange meetings with headteachers' approval to inform parents about various aspects of the school curriculum and other new educational reforms such as the 1986 Education Act and the New Education Reform Bill which became Law in July 1988. This step was practicalised in one of the schools observed by the researcher. The PTA under the guidance of the headteacher arranged an educational discussion for parents on the 1986 Education Act and the Education Reform Bill (then) in February 1988. Although, the attendance of parents at the meetings, was comparatively low (about 50) considering the school population of 1550 pupils, but the aim of the discussion was achieved, since those parents who attended had very useful discussion and showed signs of understanding what the Reform Bill was about particularly concerning the opting out of LEA schools, the most common and accepted objectives being:

- to provide a close link between home and school
- to raise funds
- to give parents and teachers a better understanding of each others' problems

- to provide a point of contact with the local community (this is more practical in Bauchi State, where membership is open to the whole local community).

The findings showed that PTA activities concentrated almost exclusively upon the school level, and in providing good relationship between home and school and between school and community. It was not found however, that PTAs were run by small articulate and unrepresentative parents as suggested by Cyster et al, (1979). This view may be true in some schools and in some situations, but in this particular study, there was no evidence to suggest it. It was confirmed by headteachers, and teachers that PTAs do not interfere with any school programmes, but instead they were found to be very beneficial to the children and school as well as the community. PTA meetings were viewed as essential to the various activities organised and for proper contact and communication among parents to be maintained. It was also an avenue for parents through the meetings to have more say in what goes on in the school, although it was found that parents might not have to go through PTAs to have a say in the school activities. From the views expressed by headteachers, teachers and parents through their responses to the questionnaire and personal contacts with the researcher, the hypothesis was generally rejected and hence it was accepted that PTAs have significant roles and functions to play in the day-to-day running of schools.

Having analysed the views of parents, teachers and headteachers on PTAs, with the evidence showing that the role of PTA cannot be neglected, other forums of involvement are discussed in subsequent chapters. It was found that PTA involvement was limited to out-of-classroom activities. As an association, they have their limits and boundaries which are dictated by the headteacher and his/her staff. While parents as members of PTAs are not directly involved in classroom activities, individually they have various roles to play in the school. Parents are involved in hearing children read at home and at school, helping in the libraries, going on school trips etc. In Chapter 7, parents, teachers, and headteachers views are analysed and discussed in terms of the participation of parents in the classroom/curriculum. In this case, the parent/teacher relationship is closer than in an association, and more personal as well as

being on a one-to-one relationship. For example when parents are involved in the classroom, there is more understanding of what the teacher wants the parent to do, and the parent has only that teacher to deal with. This is where the parent really comes into the pedagogical aspect of the teacher; careful planning and direction is therefore needed. The overall contribution of PTAs to schools is seen to be more supportive and some partnership in the school activities. They support schools by providing essential equipment and materials, and come into partnership with teachers through organising various school activities where teachers and parents put their heads together. Further discussion on supportive and partnership roles of parents is re-examined in chapter 8.

CHAPTER SIX

PARENT PARTICIPATION IN THE CLASSROOM/CURRICULUM.

Introduction

All 45 parents and 35 teachers from the five schools responded to the questions on parent participation in the classroom. This provided evidence that parent participation in the classroom/curriculum was a topical issue in all the schools, unlike PTAs which some schools did not see as necessary. Headteachers and teachers were asked the same questions on the role of parents participating in the classroom/curriculum. Four headteachers supported the idea and teachers generally welcome parents into their classrooms. Similarly if teachers are welcoming, the headteacher may give his support to involving parents. Participation in this context is based on the premise that the education of the child is a joint responsibility shared between parents and teachers as well as others, for example, the LEA and the community. Woods, (1988), has explained that participation is an integral element in the process of education. Participation in this study is therefore, viewed as the parents' role in the shared responsibility in the process of a child's education. The responsibility of the child's education is shared between several parties, which can include central and local governments, state and federal governments, as is the case in Nigeria, together with employers, and parents. This chapter looks at the parents' role of participation in the classroom and the curriculum.

In parent participation, the parents try to contribute their quota in relevant areas in which the teachers feel they can be of benefit to the child and can share such responsibility with them, for example, in hearing children read in the class, taking part in the running and organising of school libraries, assisting on school trips and other out-of-classroom activities. The role of parents in the curriculum is totally dependant on what the teachers decide. The curriculum matter is the professional preserve of the teacher, hence, any sharing of responsibility in

respect of the curriculum is at the discretion of the teachers, such as allowing parents to assist in hearing children read either at home or in school, taking part in Art and Craft lessons or in the Home Economic laboratory. In analysing the information on this area of concern, the following hypotheses are examined using standard deviation, variance and percentages, while Chi-square (X^2) is used to test for significance.

The stated hypotheses are:

- a) In the present educational awareness most parents would show no significant interest and readiness to be involved in school programmes which would benefit their children.
- b) In the present outcry for parental involvement in school activities, headteachers and teachers would not give significant opportunities for parents to be involved in the education of their children.

Table 6.0 illustrates the views expressed by headteachers and teachers. Although the number of headteachers are few compared to the number of teachers, they have more authority than the teachers however, since they are the ones who determine and authorise the involvement of parents in any sphere of the school.

Table 6.0 Headteachers' and teachers' views on parent participation in the classroom/curriculum.

ITEM	Headteachers n=5				Teachers n=35			
	YES	NO	X	SD	YES	NO	X	SD
Is having some parents participating in the school a good idea?	4	-	0.8	0.4	31	2	1.06	0.24
Do parents' participation and involvement in hearing children read enhance children's reading ability and comprehension?	3	1	1.0	0.63	27	1	1.04	0.19
Do most parents know enough to be of any real help regarding their child's academic progress?	1	4	1.8	0.4	15	11	1.42	0.50
Is having parents in school more onerous than its worth?	0	5	1	0.0	8	23	1.74	0.45
Could parents participate in any field in the school but under the supervision of teachers?	5	0	1	0.0	21	10	1.32	0.48

In response to the question "Is having some parents participating in the school a welcome idea?", four headteachers responded and all the four (100 per cent) accepted that having parents in the school was a good idea. Although in this particular question, there were no specific activities that the parents were to do, but headteachers had no objection to their presence in the schools. The presence of parents in schools has not been shown to detract the attention of children. Some parents go to the school to assist in some ways in the school

programme, others go to either drop in their child or to pick them up, while still others go to observe what their children are doing in the school. For example a teacher in one of the sample schools cited a situation in which a mother came in to find out and observe her child's mathematics lesson so as to know why the child had not been doing well in that subject. The mother was in the class with the teacher at the start of the lesson, the empty seat she sat on was that of her child which showed her that her child was always either late to the class or did not attend at all. However, with the provision of parents' rooms in schools, some parents go there to meet other parents and chat away their time as explained by one of the headteachers in this study. The researcher's observations from the visits to the sample schools, found that in both primary and secondary schools, parents are found on the school premises, although this happened more in primary than in secondary schools. Teachers' responses as can be observed from Table 6.0, showed a strong support for the headteachers views. Thirty-three out of 35 teachers responded and of these 31 (93.9 per cent) agreed with the headteachers views which gives a standard deviation of 0.24 and a variance of 0.05, and shows a consensus of opinion among teachers that having parents participating in the school is a welcome idea.

The National Union of Teachers (NUT), (1987), and other affiliated unions support the presence of parents in schools and to some extent in the classrooms. However, the NUT (1987), has stressed the degree of the involvement in the classroom. It was pointed out that involvement in the classroom should be determined by the professional judgment of individual teachers. This is because the teacher is accountable for the class and thus for any success or failures. Since the teacher is a professionally trained to teach, and has the responsibility for planning and implementing the teaching programme, it becomes necessary whoever is to be involved in the classroom, in whatever activity, to have the authority of the teacher and be under the control of the teacher. The teacher decides what should be taught in what lesson and by whom, often in consultation with the headteachers and colleagues.

Caudrey (1985), and the NUT (1987), have pointed out that parents and any other volunteer groups or individual helpers should not compensate for deficiencies in essential basic

provisions. This however, seem to be a precautionary view by the NUT and Caudrey (1985). Caudrey, expressed the belief of the National Association of Schoolmasters/Union of Women Teacher (NAS/UWT) that parents can be brought in to the classroom as long as they abide by the authority of the teacher. Parental participation in the classroom and other school activities is no longer a new idea. Several studies as revealed by Pugh, (1983), in 'Highlight No.57', of the National Children's Bureau, have shown that parents are now well involved in classroom and other school activities although with some apathy which exist on the part of some teachers. The main area of parental participation has been in reading projects. Several works of Hannon, particularly in their recent project, David (1982), Hewison (1982), Hannon & Jackson (1987), Boland & Simmons (1987) and several others have all pointed out that children's reading improves when their parents are involved. Headteachers and teachers were asked "Does parental participation and involvement in hearing children read enhance children's reading ability and comprehension?"

Four out of five headteachers, responded to the question and three agreed that hearing children read enhances a child's reading ability. The teachers' responses supported the headteachers' claims, 28 teachers responded and 27 (96.4 per cent) agreed with the view, giving a standard deviation of 0.19 which shows the consensus of teachers in their responses. Although the level of reading ability and comprehension of children have not been measured in this study, headteachers and teachers who have been with the children and know the level of parental involvement know what achievement the children have made. It was also confirmed to the researcher in one of the schools in this study, when a mother was observed and interviewed together with the class-teacher, that children showed a lot of improvement when parents were involved in hearing them read. The teacher and the parent, (a mother), explained that in September 1986, there were about four children with reading difficulties, but when the parent became involved, coming to the classroom and hearing them read while the teacher continued with her lesson, they found out that by March 1987, the four children could read and comprehend what they read with less difficulty than before. This particular parent had no child in the school at that time, but she started helping when her children were

pupils in the school. Hannon & Jackson (1987), and Hannon (1987) have confirmed this also in their Belfield and Haringey projects, as was pointed out by Kanji (1984):

"The Belfield Project also proved conclusively that parental involvement in reading had a high degree of success". p.125.

This was further supported by Pugh (1983) that children who received help from parents read considerably better than those who could not get help from their parents. While the views on parents' participation in hearing children read have been very positive from headteachers teachers, and several studies, there are still some teachers who feel indifferent about the whole idea. David, (1982), has pointed out that there is general opposition to too much involvement on the part of parents as far as reading is concerned. This was because according to teachers, parents are not trained to do the job. Other teachers fear that it undermines their professional status (Caudrey, 1985).

The benefits already derived from parents' hearing children read are enormous and spread beyond even the children as pointed out by Hannon & Jackson, (1987) and David (1982). The fears and indifference of some teachers can therefore be overcome. A more positive direction need to be taken. The views expressed by headteachers and teachers in this study as illustrated in Table 6.0, shows the progress made so far in parental participation in the classroom in the Coventry area, however, the sample was not enough to generalise but it has given an insight into what goes on in other schools. This finding is supported by what Caudrey (1985), said that Coventry has been in the vanguard of parental reading schemes. It has been found that:

"pilot projects - part of the city's community education project - showed that children mainly from working class families, and many at social priority schools achieved reading scores higher than the national average for middle-class children after parental help" (Caudrey, 1985 p.8).

Reading projects such as those at Haringey and Belfield are now spread over many places such as Rochdale, Nottingham, Liverpool and Gateshead all of which show positive outcomes, (Hewison, 1982 and Pugh, 1983).

Whilst it is evident that parental participation in the classroom is more of advantage than disadvantage there are still many schools, where the main problem is to persuade parents to take an interest in the school (DES, 1986). Other parents may have interest but due to diffidence and lack of knowledge of what goes on in the school and what to give the children, are not able to be involved. For example, some parents may not be literate enough to be able to help in the classroom, while others may not have the confidence to approach the school due to their past school experiences, which might have been unfavourable. Headteachers and teachers expressed their views in this area when they were asked whether or not parents know enough to be of any real help regarding their child's academic progress. Headteachers expressed that not all parents are literate and educated enough to give such help, but, those who have the confidence and courage to come and get involved are known by the headteachers and teachers to have sufficient knowledge to help their children in the school. However, the sort of help referred to here is specific to the classroom such as hearing children read. There are various types of help that parents can give their children not necessarily in the classroom. The mode of support of parents in schools is therefore varied and different parents support the schools in different ways for the academic success of the child. This has been illustrated by Johnson and Ransom (1980), in their research on parents' perception of secondary schools where parents indicated that involvement in children's education can be at different places and in different activities.

All five headteachers responded to the question 80 per cent did not consider parents as having enough knowledge to be of any real help regarding their children's academic progress. Out of the 26 teachers who responded, 42.3 per cent supported the headteachers views while 57.7 per cent accepted the view that parents know enough to help their children. The question of parents being knowledgeable enough to participate in the classroom has been the main bone of contention among teachers and headteachers. Since parents do not receive any training in dealing with children in a classroom setting, teachers feel that they should not go to that extent. Some headteachers would not even have any parents helping in any schools in any

capacity whatsoever as reported by Caudrey (1985). The main fear here is that it undermines teachers' special skills and qualification other than the lack of appropriate knowledge.

However, where parents are not knowledgeable enough to be involved in the actual classroom activities they have been found to participate in other various non-academic and non-professional fields such as helping with cooking, covering books, helping on school visits, sewing of costumes for christmas plays, etc. Parental participation in whatsoever sphere in the school, is supposed to be planned, directed and supervised by the teacher. The teacher therefore decides who among the parents can work with him/her in the classroom. This is normally after careful examination of the parent's interests, skills and area of specialisation which can be of benefit to the children. For example, a parent who may be willing to assist in hearing children read in the class must have some skills in this area, and be able to demonstrate them to the class teacher.

Since having parents in the school and the classroom is not uncommon, do teachers see this as more onerous than its worth? When the headteachers and teachers were asked to give their views on this question, all five headteachers expressed that having parents in the school was not a burden, but more of an advantage. Teachers' views were supportive of what the headteachers said. Thirty-one teachers responded and 74.2 percent supported the view that having parents in school was not more onerous than it was worth. However, 25.8 percent (8) said parents were more a burden in the school than they were worth. These views showed how even in schools whose parents are allowed in, some teachers abhor the involvement. It was revealed to the researcher by one of the headteachers during some discussions and interviews, that not all teachers in the school accept parents participating in their classroom. This was more apparent with teachers of older children in primary schools. Active participation in the classroom in secondary schools was not common. A deputy headteacher in one of the three secondary schools pointed out that parent participation was limited to out-of-classroom activities.

The views of headteachers' and teachers' revealed the welcome attitudes of schools to parents, showing that schools are no longer closed but open to parents. Parents are no longer seen as part of the problems of helping children to learn, but as part of the solution to the problems. The headteachers of the survey schools explained that when parents are involved in school activities, there is the opportunity to discuss educational problems, parents can therefore share school problems and think of solutions rather than look at the problem as if it was for the school alone to face. Parents are therefore not seen and considered as creating problems for the school, but interested in solving the school's problems in as much as they are allowed. This is especially so where materials and equipment is provided by PTAs.

Parental participation in most cases is usually restricted to certain classroom activities. It has been shown how most of the participation has been in hearing children read and in a few cases helping with basic mathematics. Headteachers and teachers were asked if parents could participate in any field in the school under the supervision of teachers. The headteachers' responses were very conclusive. All five, 100 per cent, accepted the view, while the teachers' responses showed some division the majority however supported the headteachers views. Thirty-one teachers responded with 67.7 per cent supporting the view while 32.3 per cent had contrary views, giving a standard deviation of 0.48 as seen from Table 6.0. Parental participation has become integral part of the total school life in the majority of schools, and parents are increasingly regarded as additional staff who can fulfill a variety of functions. In whatever capacity they find themselves, they are supposed to be under the supervision of teachers and headteachers. It has been pointed out by Ellis & Protheroe, (1988), that prior consultation between parents and teachers before involvement is essential and that parents have to acknowledge that the teacher is the ultimate authority in the classroom. The head and the teacher normally set the boundaries, while the parents are made aware of and adhere to the principles and rules of the school. The lack of consensus of teachers views on this question shows the reluctant attitude of some teachers, who still entertain the idea that the school should be kept away from parents (Cyster et al 1979, and Mitchell 1985), and parents kept away from the school.

The headteachers' overall consensus showed that parents could participate in any field in the school where the school sees the need but under the close supervision of headteachers and teachers to make sure that parents are not allowed to do what they want to do or not doing the right thing with the children. A deputy head in a primary school as reported by Caudrey (1985), found to his shock, a grandmother in charge of a reading group at his school and there was no teacher in the classroom. This was evidence of lack of supervision, since the grandmother, who might have been a guardian of one of the pupils was doing it all alone. This also showed that the deputy headteacher was not aware of the arrangement by his teacher for the grandmother to be in the class without a teacher around. On the other hand, the teacher might have arranged for this particular grandmother to take charge of a reading group. However, Caudrey's report has raised more questions than answers to the problem of involving parents in the classroom, particularly in reading.

All the reported successes of parental involvement in reading and other projects were carried out under the guidance and supervision of teachers. Research reports such as Hewison, (1982), Hannon (1987), and Hannon & Jackson (1987) are strengthening to headteachers, teachers and parents that if they work hand-in-hand there is room for every success. There must be consultation, familiarization, planning, guidance and even workshops and proper close supervision by teachers, in any parental participation in any field in the school. Although there are no specific areas laid down by teachers from which parents may be excluded, teachers are more concerned with areas that are purely academic and professional and which take place in the classroom. However, reading, elementary mathematics, home-economics, art and craft seem to be areas that are more open to parents. This occurs more in primary schools than in secondary schools since in secondary schools there is more specialisation; parents may not have the necessary knowledge in some subjects therefore. Generally speaking, the role played by parents is more in supporting the school resources than assisting in the academic area. However, areas of involvement are vast and parents have the option to choose which areas they think are most suitable to their skills and resources which can benefit the child and the school best.

Areas of parents' involvement

Headteachers and most teachers in the preceding section agreed that parents could participate in any field but under teachers' supervision. In this section and in Table 6.1 some areas of participation have been considered and headteachers' and teachers' views illustrated.

Table 6.1 Headteachers' and Teachers' Views on areas of parents' involvement.

ITEM Parents might be involved in:	Headteachers n=5				Teachers n=35			
	Yes	No	X	SD	Yes	No	X	SD
a) help in needlework/ handicraft classes	4	1	1.2	0.4	26	6	1.19	0.39
b) assist with maintaining the school campus	3	2	1.4	0.49	23	10	1.30	0.47
c) help with supervision of young children during the lunch hour	1	4	1.8	0.4	18	13	1.42	0.50
d) help with extra- curricular activities in the school	4	1	1.2	0.4	31	1	1.03	0.18

From the face-value of the table, it is shown that both headteachers and teachers in the survey accepted that parents could be involved in

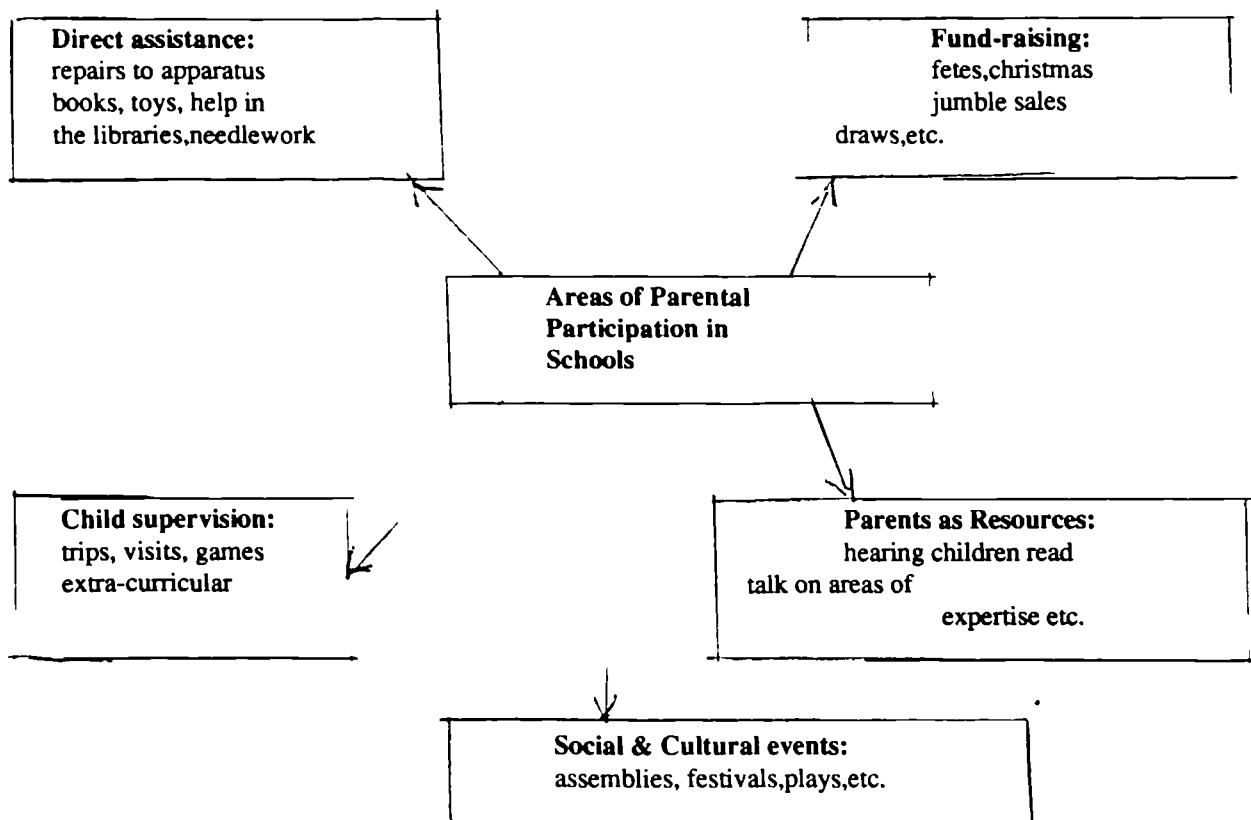
- a) help in needlework/handicraft.
- b) assisting with maintaining the school campus.
- c) help with extra-curricular activities in the school.

When it comes to helping with the supervision of young children during the lunch hour, 80 per cent of headteachers disagreed with this, while 41.0 per cent teachers supported the headteachers' views. However 58.1 per cent of teachers had a contrary view to those of the 13 teachers. Helping in needlework/handicraft in classes and helping with extra-curricular activities in the schools received agreement among headteachers and teachers. The views expressed on the former, showed 80 per cent of headteachers and 81.3 per cent of 31

teachers, responded by supporting parents' participation in the areas of needlework and handcraft. While the views expressed on the latter, similarly received 80 per cent support of headteachers with 96.9 per cent, 32 teachers agreeing with the headteachers views. Assistance with maintaining the school building/playground also received a significant consensus from both headteachers and teachers, although not as high as the other two areas already analysed. Sixty per cent of headteachers and 69.7 per cent of teachers supported this type of participation by parents.

The responses of headteachers and teachers from Table 6.1 shows that parent participation in various activities in the schools are welcome, particularly in out-of-classroom activities. Cyster et al (1979), Macbeth (1984), Green (1985), DES (1986), Long (1986), NUT (1987) Ellis & Protheroe (1988), and several other parental involvement advocates have outlined numerous areas of parent participation in the schools, which have been utilised by many schools and where children were found to have benefited tremendously.

Figure 15 Parental Participation in School Activities.



From Figure 15, fund-raising is the commonest area of involvement of parents this is mainly the responsibility of PTAs. It is an area that schools are very interested to have, due to lack of sufficient funds which schools continue to face. Fund-raising is done through fetes, bingos, wine and cheese parties, jumble sales, etc. More parents usually get involved in such activities either directly by participating in the planning, or indirectly by coming to buy some items for themselves or for their children. Parents as resource persons, applies to all parents of the school. Each parent is considered to be a resource person to be tapped by the school. When the school sees the need for parents' resources then there can be direct assistance from the parents depending on which area the assistance is needed. Child supervision is one of the direct areas of assistance that parents can give. The supervision can be in reading, in the library, in the home-economic laboratory or in the art and craft lessons, and could be on a regular basis. Social or cultural events are occasional events that come up once a while, either monthly or termly, but not as frequent as child supervision or direct assistance. In the area of parents as resource persons, it is where parents contribute in the curriculum particularly in the classroom under teachers' supervision.

Parents and the School Curriculum

The question of the curriculum and the extent of parental involvement has been an area of concern for teachers. The NUT, (1987), asserts that *"the teacher has a professional role which cannot be fulfilled by non-professionals"* p.5, although the NUT further elaborated that professionalist requires good communication with parents, and especially where joint *decisions* have to be made. Pugh, (1983), has pointed out that involving parents in the curriculum is more demanding. This is because, teachers have to work with parents and direct what is to be done. Parents may on the other hand need some training in this, and this has to be given by the teachers. The curriculum area is where teachers try to protect and not to allow parents as "amateurs" to participate freely. Teachers feel that their professional training gives them more control on the curriculum and it is their preserve to allow or not to allow parents to get into it. Headteachers' and teachers' views were sampled by responding

to the questions: "Do you support the views that decisions on the curriculum should be taken by the head in conjunction with the staff and parents? Their responses to this, and other two related questions are illustrated in Table 6.2.

Table 6.2 Headteachers' and Teachers' Views on Parents and the Curriculum.

ITEM	Headteachers n=5				Teachers n=35			
	YES	No	X	SD	YES	No	X	SD
Do you support the view that decisions on the curriculum should be taken by the head in conjunction with the staff and parents?	3	2	1.4	0.49	23	8	1.26	0.45
Do you welcome the rich resources of the local community by opening your class for them?	5	0	1	0.0	27	4	1.13	0.34
Do you agree that parent participation in the school activities can enhance the quality of life for all the children in the school and the life of the neighbourhood?	5	0	1	0.0	31	2	1.06	0.24

From Table 6.2 above, the views of headteachers and teachers significantly agreed to the idea that curriculum decisions should be a joint venture between the head, the teachers and the parents. This is done when parents are to be involved in the curriculum. The standard deviation of both was 0.49 and 0.45 respectively and a mean of 1.4 and 1.26 showed how close their views were together. There were 60 per cent of headteachers and 74.2 per cent of teachers who shared the same views on the curriculum issue. However, 40 per cent, headteachers and 25.8 per cent of teachers viewed this the other way. The area of joint

venture in the curriculum is where parents are to be involved in the classroom. For example, parents in the schools visited by the researcher had to meet with teachers concerned to discuss the areas of their involvement particularly in the reading programmes. Since the curriculum is a crucial area, parental participation has to be fully discussed involving the headteacher who has the authority to allow the parent in, the teacher, who is to work with the parent in the class and the parent who is interested in working with school. Cole, (1988), has reported on the involvement of parents in the curriculum and the classroom and how parents, teachers and headteachers had to discuss issues together. Cole, further expressed that:

"It does appear that as a greater number of people - parents, staff, governors-invest themselves fully in the school with a shared model of what is important, then the result will be more stability, more continuity, more flexibility and more resilience to be prevailing educational cross-currents". (P 131)

Teachers feel that decisions on the curriculum should be the preserve of the professionals only, i.e. the headteachers and the teachers, and possibly the LEA. Parents who are considered to be laymen, according to the views expressed, should stay clear of curriculum matters. Teachers feel the involvement of parents in the curriculum undermines their professional status, (Caudrey 1985). There has not yet been any reported evidence that the involvement of parents in curriculum decision has impinged on the professional status of teachers. Even where parents are involved in such, they tend to be more on the listening side than involved in active discussion since most parents believe that they are considered as laymen in education. However, the 1988 Education Act, although knowing that parents are laities in education vested in them responsibilities for the curriculum and the general affairs of the school through the governing bodies. A brief look at the 1988 Education Act and parents is included below.

Parents and the 1988 Education Act

Although the central theme of the 1988 Education Act is curriculum-centred, stressing a National Curriculum for England and Wales, in which all schools will have the same basic and foundation subjects, arguably, it is assumed to be the most radical overhaul of the education system since the 1944 Education Act. It is also considered to be the most important and far reaching piece of educational law-making for England and Wales (Maclure

1988). This is because the 1988 Education Act altered the basic power structure of the education system in which parents and the community have more functions and responsibilities in education than before. Furthermore, the LEAs' powers have been reduced even on the governing bodies. Maclure, (1988), has pointed out that powers of the central government have been increased, particularly over the curriculum. The LEAs now have more limitations whereby they are forced to give greater autonomy to schools and governors.

However, the 1988 Education Act stresses three levels of subjects to be taught in schools.

These subjects are:

Level 1 *Core Subjects, which are:*

- 1 Mathematics, English and Science
- 2 Welsh - This is in relation to schools in Wales which are Welsh - speaking.

Level 2 *Foundation Subjects, which are;*

1. History, Geography, Technology, Music, Art and Physical Education.
- 2 A Modern foreign language specified in an order of the Secretary of State, and
3. Welsh, in relation to schools which are not Welsh - speaking schools.

The basic subjects however, include:

- a) Provision for religious education for all registered pupils at the school; and
- b) A curriculum for all registered pupils at the school of compulsory school age (to be known as the National Curriculum).

The 1988 Education Act has therefore opened the door very wide for parents to have a say in the curriculum while teachers are being forced to accept laymen/women into their profession. The role of parents and particularly parents governors within the governing bodies in the curriculum matters has been very prominent in the Act and the Instrument and Articles of Government (see Appendix B). Parents are therefore fully involved in discussion on the school curriculum. The parent body also, while they receive reports from the governors and the school, have the liberty to ask questions about the curriculum. In view of these new

developments in education, teachers see the 1986 and the 1988 Education Acts, as part of series of attacks on local authority independence, teacher status and morale and free and fair schooling for children (Sallis, 1988). However, Sallis saw the Acts as affording the opportunity to strengthen the concept of local responsibility and enhance teacher status. Teachers may not agree with this however, since it is their profession that is being trodden upon.

While parents and parental advocates will see the 1986 and the 1988 Education Acts as a way forward in education, by allowing parents to have greater and legitimate say in their child's education; teachers may still have some doubts as to whether this will enhance their professional status or threaten their professional ego. However, the 1986 and 1988 Education Acts are still in their infant stages of implementation as such the co-operation between teachers and parents will, to a greater extent determine the success or failure of the Acts. The 1986 and 1988 Education Acts have therefore, strengthened and extended the rights of parents to be more involved in their children's education, improved communication between home and school and given more right for parents to be represented on governing bodies in schools. Parents, through the governing bodies now have more duties and functions with respect to the curriculum compared to what it was before the 1986 and 1988 Education Acts. Chapter One Section One of the 1988 Act states that:

"It shall be the duty -

a) of the Secretary of State as respects every maintained school;

b) of every local education authority as respects every school and maintained by them;and

c) of every governing body or headteacher of a maintained school as respects that school,

to exercise their functions (including , in particular the functions conferred on them by this chapter with respect to religious education, religious worship and the National Curriculum) with a view to securing that the curriculum for the school satisfies the requirement of this section". (1988 Education Act p 1)

— The responsibility for the success of the curriculum therefore rests in three hands, i.e. the Secretary of State of the Department of Education and Science, the LEA and the Governing Body together with the Headteacher. The curriculum is still the preserve of the professionals but the Act has empowered parents through the governing bodies to have more right to contribute to decision concerning the curriculum as it affects their progenies and the nation at large.

Although, there is mixed feeling about parental role in the curriculum, there was a significant consensus welcoming the rich resources of parents in the schools. Table 6.2 shows the conclusive views of the headteachers and teachers on the second and third items in the table. The response to the question shows a positive attitude of headteachers and teachers to these areas. All five headteachers (100 per cent) agreed that they do welcome the community's resources. This was supported by 87.1 per cent of the 31 teachers who responded to the questions. This revealed the progress made in the area of welcoming parents and the community to contribute their various skills to the development of schools. Stacey (1986) has shown that many schools now have open-door policies, and there are welcome notices in many languages at the entrance. This is more so with primary schools, as was observed by the researcher when visiting the survey schools. For example, in one of the primary schools there was a welcome notice right at the entrance of the school in about five different languages.

Parents, particularly mothers, were seen more in the schools bringing children in the morning or coming to pick them in the evening. There seem to be more parents in the primary schools than the secondary schools. This is because the children in the primary schools are younger and need the presence of the mother more, i.e., in the infant and junior section of the primary school. In secondary schools, the children are more grown up and need some sort of freedom and independence from their parents. It is therefore common to find more parents in the primary school than in the secondary school as will be seen later in this discussion. The headteachers of the survey schools confirmed that they tend to see more

parents of infant and junior children than parents of more senior children in the primary schools. This was also confirmed by a parent who said that her daughter, who was in the upper class of the primary would not allow her (mother) to accompany her (the daughter) to the school premises. She preferred to be left at the main gate of the school. In secondary schools the sight of parents was not a common feature, unless on certain occasions such as plays and celebrations.

Furthermore the evidence in this study showed that mothers tend to be more involved than fathers, for example, of the 45 parents in the sample, there were 35 mothers compared to only 10 fathers. Broome, (1974), has pointed out however, that there should be no reason whatever, why fathers should feel less at home in the school, particularly the classroom, than mothers. The open-door policy of schools are for all parents irrespective of parental relationship or ethnic groups, as revealed by some of the headteachers in this study. There has not been any specific reasons given for the absence of fathers in schools, but it is not unconnected with the fact that there are more fathers at work as the family's bread winners than mothers. Even among the well known parental advocates there are more mothers at the helm of the discussions on parental involvement programmes such as Joan Sallis, Felicity Taylor and Anne Holt. This fact was revealed by Anne Holt during a half-day conference in Birmingham in March, 1989.

However, there is the biological, physiological and psychological attachment of children with their mothers. It is very common to see infants being carried more by mothers than by fathers, even when pushed in the pram. In the membership of the British Association of Early Childhood Education (BAECE) of which the researcher is a member, there are more mothers than fathers. For example during a conference in Bournemouth in May 1987 organised by the BAECE the turn out was over 80 per cent women. A similar situation was repeated in May 1988, in Bradford. This shows that women (particularly mothers) are really more involved in the programmes of parental involvement. In the question relating to the parent participation and the benefit of it, all the five headteachers (100 per cent) and 93.9 per cent of

the 33 teachers that responded shared the same views agreeing that parent participation in school activities can enhance the quality of life for all the children in the school and the life of the neighbourhood. Kanji, (1984), Comer, (1986), Hannon & Jackson, (1987), Jowett and Baginsky, (1988), and several others have supported the views that parental participation can enhance the quality of life of the school and the community. The views expressed on the role of parents in the curriculum showed a significant positive view that parents are welcome, as well as their rich resources of skills and talents to contribute in the school curriculum which at the end of it, the children, parents, and teachers, as well as the community benefit. If parents are to have meaningful contribution in the school curriculum and other activities however, then the need for workshops or parents becomes significantly important in parental involvement.

Parental Involvement Workshops

While headteachers and teachers have accepted the role of parents in the schools and the classrooms, they would prefer that parents should have some sorts of workshop so that they can be prepared to participate in a more beneficial way to the school. It is not intended however, to make them professionals but that teachers train parents to have a joint determination of goals and activities and knowledge of how to monitor the programme during implementation (Rutherford Jnr. 1979). Table 6.3, illustrates headteachers and teachers responses to workshop for parents.

Table 6.3 Headteachers' and Teachers' views on Workshop for parents.

ITEM	Headteachers n=5				Teachers n=35			
	Yes	No	X	SD	Yes	No	X	SD
Would you suggest that the school should provide workshops for parents showing them how they could help their children at home?	5	-	1	0	32	1	1.03	0.17

The table above shows the conclusive and total agreement between headteachers and teachers on the need for workshops for parents showing them how they could help their children. Humphrys (1988) has reported cases of different workshops for parents, which are very popular in primary schools, initiated as a means of involving parents directly in their children's education. Humphrys also reported a parent workshop which took place in a specific school in which a lot was learnt from the experiences of the workshop being run by the head of the school. However, it was pointed out that the common factor to all the workshops reported was that the leading role was always assumed by the teacher. It was further clarified that:

"In no case was there a suggestion that parents should share in the thinking and planning of their children's education". (Humphrys 1988 p 43)

Most workshops also concentrate on isolated areas of the curriculum such as reading and basic mathematics. However, workshop for parents should aim to encourage parents to:

- share and to experience the way in which their children learn.
- see education in its broadest sense, so that they can contribute to the implementation of educational policies.

- actively participate in the planning and organising the workshop itself.

From the table, all five headteachers (100 per cent) and 97 per cent of 33 teachers who responded had the same views that parents needed some sort of workshop in order to enhance their contribution to the education of their children. Only one teacher expressed the view that parents did not need workshop. There are already reported cases where courses are provided to support parental involvement programmes however, (Jowett & Baginsky 1988). Pamphlets and handbooks have been designed for parental involvement courses, which supports the view that it is essential that parents be given workshops in those activities with which they will be involved. For example, Taylor (1986) discussed her experiences in organising parental involvement courses for parents and teachers. It was a one day course which was divided into four sessions and the course lasted from 10.00 a.m. to 4.00 p.m. The four sessions centred on the following topics:

1. Bringing out the best in your child
2. Working together - reading, writing, spelling - and creating.
3. What about mathematics?
4. Bringing out the best in your child's teacher.

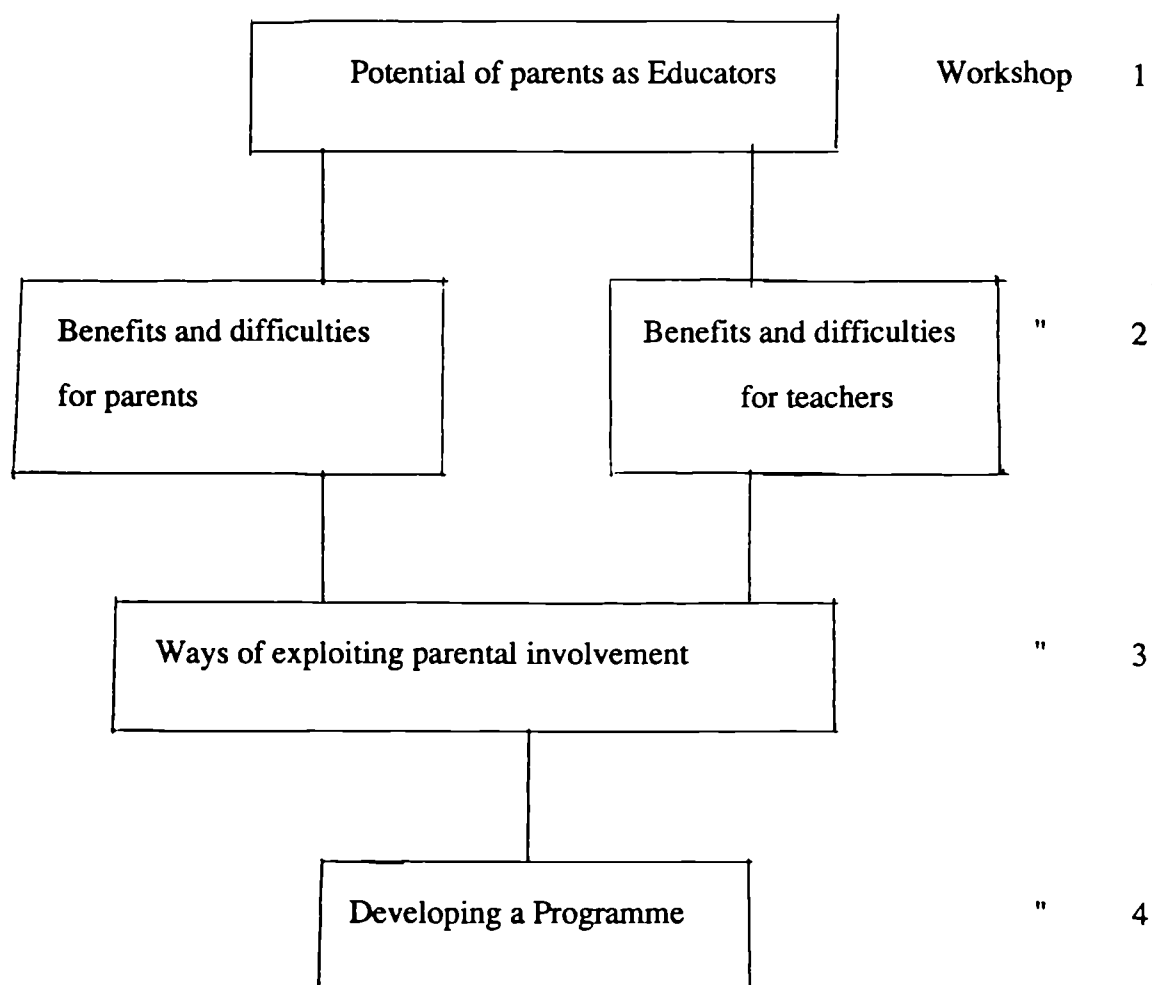
The aim of the course was to reassure, encourage and motivate parents and confirm their belief in their ability to educate their children. Long (1986), made some practical suggestions for workshops for parental involvement in primary schools. Long suggested running a school-based in-service course in the school itself with three distinct advantages as follows:

- a) it happens at the school, that is the workplace where the parents will be involved so that the experiences gained can be applied to the situation.
- b) it involves most if not all of the school staff, both the teaching and the non-teaching, parents will therefore have the feeling that it is not only themselves that are concerned with the education of the child but the whole school.
- c) being at the workplace, the participants, (parents and teachers in particular), become the experts and the providers' role is changed to that of facilitator or consultant.

Long (1986), further designed four different types of workshops that could benefit parents, teachers and foremost the children. These are:

1. The potential parents as educators; where the emphasis is to reveal how much potential exists for involving parents more directly in their child's education.
2. Benefits and difficulties of involvement. This examines some of the benefits and difficulties parental involvement might present for teachers and parents, and looks at how these difficulties can be minimised.
3. A consideration of involvement schemes. The purpose of this is to consider several schemes of parental involvement and attempt to fit them to the participants' own situation in their schools.
4. Developing a programme of involvement. Mainly to help to develop a programme of parental involvement to suit any particular school.

Table 6.4 summarises the scopes of Long's suggested workshop.

Table 6.4 An outline of a possible course on involving parents.

(Source Long, 1986. p 3)

Long's idea of developing workshop outlines for parents and teachers is very similar to what De'Ath and Pugh (1986) developed. In their training resource pack "*Working with Parents*" for the National Children's Bureau. It was devised as part of the "Parent-Professional Partnership in Services for Families with Young Children" project. It was offered as a resource to help all those working in the field of early childhood development, and family support. The objectives of the resource pack are to encourage participants to among others:

- share the skills, knowledge and experience they already have.
- question why working with parents is a good idea.
- consider what is meant by parent involvement and by partnership with parents.
- consider who is supposed to benefit from such involvement.

- acknowledge the different roles of parents and workers.
- etc.

The main themes of the resource pack are: a) exploring parent/professional partnership; b) exploring ourselves and c) exploring how to work in new ways. Under each of these themes, some sub-topics are discussed. A close look at the workshop materials will be of interest for further research. They are all concerned however, with primary schools, although the ideas can easily be applied to secondary schools, if the need arises. The central theme is how workshop/courses can enhance the home/school relationship as well as enhance the benefits of parental involvement.

It is therefore suggested (Long, 1986), that if parents are to be successfully involved in the education of their children and others, then teachers must be convinced that the extra effort to provide training for the parents is worthwhile. There is also the need for teachers to have some training on how to involve and work with parents. Therefore, while parents need some workshops to improve the level of their involvements, teachers require a corresponding training in order to be able to utilise the rich resources of parents. Hughes (1986), saw the need for training for both parents and teachers. Training is suggested for teachers in the role of involvement with parents and for parents who wish to involve themselves more in their children's education as well as those who have already become involved.

If parents are to be usefully involved in the educational development of their children, there should be some sort of training for them. This could include seminars, workshops and similar programmes. Although the evidence of workshops for parents for the purpose of parental involvement is limited there have been efforts by various individuals and organisations to organise workshops for parents in order to encourage and improve their participation in schools. Humphrys (1988), has reported that different kinds of workshops have become popular, particularly in the primary schools, as a means of involving parents in the education of their children. However, the majority have focused more on the teaching of reading. Moreover, as pointed out by Humphrys, the pattern of each workshop showed that

teachers dictated and parents carried out the teachers' dictates. In planning the workshops, the parents should also be involved so that they can contribute to what they are going to do in the school. While there is evidence of workshops, there were no reported cases where parents were found to have attended any workshop in any of the survey schools on which this study is based. This, does not mean however, that there were no planned workshops in the Coventry area. The Coventry Community Education Project (CEP) is in the forefront in parental involvement in education and has various workshops for parents and teachers, as reported by Macleod (1985) and Widlake and Macleod (1984), and also as found out by the researcher from the CEP office in Coventry. Parents' contributions have been positively viewed by teachers, particularly in non-classroom activities.

Teachers' view on parents' contribution

Having analysed the views of headteachers vis-a-vis teachers' views, this section considers the teachers' views on the various capacities that parents could be involved. Table 6.5 illustrates the teachers' responses to the various phases of parental involvement in the school and the classroom.

Table 6.5 Teachers' views on parents' contribution.

ITEMS	Teachers' responses (%)		
	Number supporting	Percentage support	X ²
In what capacity would you like the parents of your children to contribute?			
Helping in the school library	30	85.7	6.984**
Giving children more experience of conversation with adults	32	91.4	8.062*
Helping backward readers	24	68.6	5.074***
Coming to give talks to the children about work on special interests	33	94.3	6.733*
Assisting in taking children on visits	33	94.3	5.951***
In a supervisory capacity playground duties etc	16	45.7	4.487
Demonstrating a particular craft e.g.pottery,silk screening etc.	31	88.6	5.895***
Organising and teaching new sports and hobbies not normally on the curriculum	30	85.7	6.745**
Teaching musical instruments	23	65.7	5.587***

*p < 0.10

**p ≤ 0.15

***p > 0.20

DF=4 (DF is Degree of Freedom)

The item on the table are not however exhaustive of what parents can contribute in the running of schools. Broome, (1974), Cyster et al, (1979), Pugh, (1983), Kanji, (1984), Macbeth, (1984), Green, (1985), DES, (1986) Epstein, (1987), and several others have each treated various aspects of parental involvement activities in schools which have been in use in one school or another, successfully. The following table lists parental activities which

have been commonly found to take place in both primary and secondary schools. The activities are however, classified into two major types:

Table 6.6. Types of Parental Involvement Activities

Type I	Type II
Classroom-based Activities	Non-Classroom-based Activities
- cookery	- library and bookshop repairs
- language development and games	- swimming
- story telling	- school visits and outings
- craft work	- constructing puppet theatres, animal cages
- sewings	swimming pools, etc.
- writing and number work	- repairs to equipment
- talking about jobs	- creating garden areas
- class visits	- hearing children read
	- running libraries
	- making costumes for nativity plays
	and school pantomimes
	- transporting children to swimming
	and other activities
	- parent evenings
	- introductory school visits
	- preparing materials for art, craft and home
	economics, etc.

It is beyond the scope of this study to attempt a detailed consideration of each of these areas in turn. The areas presented in Table 6.5, give an idea of how the other areas might be viewed by teachers. The overall view of Table 6.5, shows teachers' views on what areas they would like parents to contribute. In three areas, teachers have shown some reluctance in

allowing parents to contribute. This is because teachers considered these areas to be professional and therefore require special training. Helping backward children in reading for example needs a special teacher to find out exactly what caused the child's backwardness in reading and what special help is needed. It is not therefore an area that can easily be handed over to parents who come to help hear children read either in the classroom or outside the classroom. In teaching musical instruments, the parent must be a specialist in this area otherwise, a music teacher may not allow any parental help in his/her class. However, in the supervisory capacity, for example playground duties, teachers seemed to be more flexible, but still exercise caution, since they are professionally accountable for anything that happen within the school premises. The following list in descending order of response, are those areas that teachers do not want parents to be involved with:

- helping backward children in reading
- teaching musical instruments
- in supervisory capacity playground duties etc.

In these areas, there were 68.6 per cent, 65.7 per cent and 45.7 per cent of teachers responses respectively. These areas could be considered to be contentious and more accountable to teachers, although parents are already far ahead in involvement in reading, but teachers are still very cautious about this involvement, because, reading is the basic instrument for all other subjects. Music on the other hand requires special abilities from professionals more so than even reading. Where playground duties are concerned the safety of the children while playing rests on the teachers hence teachers may not like parents to be involved, since they (i.e. the teachers) are accountable for any injuries or similar situations.

The remainder of the areas received a positive welcome from teachers who felt that parents could be involved. Response received from teachers on these areas varied from between 85.7 per cent and 94.3 per cent. These areas tend to be non-classroom-based and as such, teachers are more willing for parents to take an active role. In some cases, where activities are classroom-based, there are those activities that do not involve teaching, for example, talks to children about work, or on special areas of interest or demonstrating a particular craft, e.g.

pottery teachers may thus choose to involve parents. The confidence levels are higher in these regards. The highest confidence level recorded is $\alpha \geq 0.25$ and the lowest is $\alpha \leq 0.10$. The hypothesis here from the teachers viewpoint is therefore rejected, since it is felt that "In the present educational awareness, most parents would show significant interest and be ready to be involved in the school programmes which would benefit their children".

The areas of involvement, however, vary with the school levels although most of the areas considered in Table 6.5 are applicable to both primary and secondary schools. They are not areas that demand any specific professional training, such that it could create any threat to the teachers' professional status. That could even be one of the reasons why the response was generous and positive. Teachers were asked to include other forms of involvement which were not covered in the questionnaire. The following comments were received from some teachers, in both primary and secondary schools.

Comments from Secondary School Teachers:

- i) "Home-school links attempt to involve parents in the pastoral side as well. It allows parents to talk about personal development of child, background etc. It allows parent to meet and talk on an informal level with tutor. I have made 7 such contacts so far - 5 have been very successful, 2 moderately so. Because of Home-school links, 3 parents are very willing to fill in this questionnaire".
- ii) "The role of the parent within the school, very much depends on the personality of the individual parent and also that of the teacher. Each has a role to play, but it is in the definition of this role that opinions will vary."
- iii) "Preferably in a supervisory role (lunch, break, etc) but to a great extent in tutorial role."
- iv) "Parents are an exceptional resource. They know their children better than staff but may or may not have the necessary aptitude/understanding/approach to work with pupils constructively and sensitively. Remember that many parents are probably involved in education; all have experienced education and many will be

highly trained/skilled/innovative etc. leaving a large number of teachers in the shade."

- v) "Involvement of this nature depends on such a variety of things. It is very difficult to generalise as it depends on the Head, individual staff and of the pupils themselves, particularly at secondary level. How do the pupils feel about their parents being involved? I did a study on this and came up with some very interesting results. In a nutshell, pupils at this level liked their parents' support but not in an obvious way. These attitudes changed quite considerably from junior to secondary level."
- vi) "I wish to add that any answer refers to an ideal, that it would take a long time and perhaps initially painful development. I also feel that at present, we all have enough to create stress and any more (however worthwhile the end) would be non-productive at this point

Comments from Primary School Teachers:

- i) "I would add I'd like to choose the parents, with whom I'd work - not have them allocated to me."
- ii) "I have, in the past, had one parent who came in for up to 50% of the school day to help her child who had special learning difficulties."

The first six comments came from secondary school teachers while the last two came from primary school teachers. In the secondary school teachers' comment, the evidence of non-involvement of parents in the classroom activities is revealed, although staff appreciate the resources of the parents. From the comments, several useful suggestions have surfaced, for example, there are suggestions for parents to be involved in the pastoral side, in a tutorial role and in a supervisory role such as at lunch time or break. The point was also raised as to how children feel about their parents being involved in their schools. It would seem from the comments that children in secondary schools like their parents' support, but not in an obvious way such as being involved in the classroom. Comparing these comments with those from primary school teachers, it was also evident that there was actual involvement in the

classroom. Although only two teachers made the comments, both showed that they were prepared to work with parents. While one teacher already works with a parent, the other expressed that she would rather choose the parent to work with than have the parent allocated to her. These comments could relate very much to what other teachers feel about parental involvement in their respective schools. The comments are however encouraging in that parents are still welcome and their resources utilised for the benefit of the child.

Parents' views on schools' open-door policies

From the teachers' and headteachers' views expressed in the preceding sections, it has been found that the headteachers and teachers, are ready to welcome parents and their rich resources in various fields and for them to contribute to school programmes. This section examine the parents' responses to how they see their roles in the schools and whether they are ready to go into the schools and contribute to the school programmes, and whether the teachers' views are invariably more in principle than in practice. Table 6.7, presents the parents' views on the schools' open-door policy.

Table 6.7 Parents' views on their school's open door policy

ITEMS	PARENTS N=45			
	YES	NO	X	SD
1. Does your child's school invite you to be involved in the school's programme?	2	29	1.935	0.250
2. Does your child's school welcome your skill and involvement in the school?	1	26	1.963	0.192
3. Is you child's school open to all parents irrespective of ethnic origin?	28	1	1.034	0.186

The parents' views as can be seen from the table, show some contrary views to those expressed by teachers and headteachers about welcoming the skills and resources of parents.

Parents were asked if their child's schools invite them to be involved in the schools programmes. In response to this, 93.5 per cent of 31 parents who responded said 'No'. Most parents, even when compared to the whole sample of 45, felt that their child's schools did not invite them to be involved in the schools. Similarly, 96.3 per cent responded *NO* to the question of if their child's school welcome their skills and involvement in the schools. The standard deviation of the two questions was 0.25 and 0.19 respectively. In this case the scores were all close towards the 'No' side. It has been found then that parents are welcome to participate in the schools programme (Cyster et al 1979, Pugh, 1983, Kanji, 1984, and Boland & Simmons, 1987). However the initiative for parental involvement has to come from both sides. Teachers could invite parents and parents could just as easily come to the school without necessarily being invited.

Parents' responses to item 3 from the table, however, supported the views of the headteachers and teachers that schools are open to all parents. Twenty-nine parents responded to this item and 96.6 per cent agreed that their children's schools were open to all parents irrespective of their ethnic origin. All five headteachers confirmed the open-door policy of the schools to parents irrespective of class or ethnic origin. The two schools with no PTA expressed that, it was because they wanted all parents to participate in the school programme that they could not accept the idea of PTA since, according to them it limited the participation of parents. The sample of parents was comparatively small therefore, but the views of the headteachers showed that all parents were equally welcome. The overall response showed that schools are open to all parents but the skills, resources and involvement are not common to all parents because the skills and resources of individual parents vary in the same way as their individual interest and the amount of available time varies. A policy that *all are welcome* according to Green, (1985), may not automatically result in a practice where all may feel welcome. Even when parents felt that their skills and resources were not fully welcome, the teachers' and headteachers' views have shown that they are ready to accept parental involvement in various aspects of the school life.

Parents and the classroom/curriculum participation

In Table 6.2, it was found that the majority of headteachers and teachers shared the same view that decision on the curriculum could involve parents. Table 6.8 illustrates parents views on classroom and curriculum participation in schools. The views of parents on their involvement in either primary or secondary schools are also expressed.

Table 6.8 Parents' views on their classroom/curriculum Participation

ITEMS	PARENTS' RESPONSES n=45			
	YES	NO	X	SD
4. If you are to offer your help to your child's school would you prefer to be assigned to work with a different class from that of your child?	28 95.3%	2 6.7%	1.067	0.254
5. Do you feel more confident and willing to be involved in primary than secondary school?	27 93.1%	2 6.9%	1.069	0.258
6. Do you think any size and complexity of the secondary school make parent involvement minimal?	12 50.0%	12 50%	1.500	0.511

From Table 6.8, parents have shown more agreement in their responses to items 4 and 5. Of the 30 parents who responded 93.3 per cent agreed that if they were to help in the school, they would prefer to be assigned to work with a different class from that of their child. Although the main objective of going to school in the first instance is to help their own, any help offered, children can benefit from. This takes into consideration the fact that parents' educational goals may differ from those of teachers. Parents may think of the education goal to be in terms of furthering the child's education from primary to higher education with subsequent chances of employment so that the child can earn a living and be independent as well as contribute to the family. The parents' goals are therefore thought of in terms of the individual child. It is the interest of this child that actually brings in the parent. On the other

hand, the teachers' goals are thought of in terms of whole groups of children in class and in subjects in the school. The teacher thinks of the whole school and the pupil population and its educational development in addition to social, moral, physical and psychological development. The general achievement of the whole school is the concern of the teacher therefore. Despite the fact that a parent may prefer to work with other children, his/her main interest is his/her own child. As shown in the table, parents often prefer to be assigned to work with a different class from that of their children. There could be various reasons why parents wish to work with different children; this is particularly so considering the interest of the child.

The researcher's experience when observing some parents in the classroom in two of the schools in this study, showed actively that parents do prefer not to be in the class where their children are. In one instance, the parent concerned had no more children in the school, but because she had been involved in hearing children read and the teacher saw the benefit, she continued with the work. It is when it comes to home-school reading project as found by Hewison, (1982), and Hannon & Jackson, (1987), that the parents have to be with their children at home or at school. The general consensus in this study showed that parents are ready to be involved with classroom activities with all children. Parental involvement in primary and secondary schools takes place on different levels however. There are more reported instances of parental involvement in primary and infant schools than in secondary schools (Gregory et al, 1982 and Hammond, 1986). The question put forward to parents with regard to this, was: "Do you feel more confident and willing to be involved in primary rather than secondary school?". Of the 29 parents who responded, 93.1 per cent agreed and only 6.9 per cent did not agree. Evidence shows that parents are more involved in the primary than the secondary schools (Gregory et al, 1982, Wolfendale, 1982, Marland, 1984, Bastiani, 1986 and Lutz, 1986). Bastiani, has also shown that when most parents compare their relationships to primary and secondary schools, it is generally more favourable towards the primary school than secondary schools. Parental accounts have in particular drawn attention to:

- "- the size and complexities of secondary schools;
- their separation of teaching and caring;
- the dramatic increase of specialisation".

(Bastiani, 1986, p115).

Parents seem therefore, to feel more confident in primary schools than in secondary schools as expressed by parents in this survey illustrated in Table 6.8. There are however various reasons for parents to feel more confident with primary school involvement. In the first instance, communication in the secondary school is increasingly required to be:

- a) "with several people rather than one
- b) mediated through written forms e.g. letters, reports, and through formal appointment system
- c) focused upon the discussion of marks and grades which are problematic and difficult to interpret".

(Bastiani, 1986, p116).

In the second place, as children move from primary to secondary, parents may focus attention upon different aspects of education. Thirdly as children move to secondary school, they feel more mature and need some independence from the parents. Parents no longer have to go with them to school. The researcher's experience during data-collection showed that in the secondary school, it is not easy to see the headteacher due to the division of labour and devolution of authorities. In each of the three secondary schools visited there were three deputies and each deputy had his/her responsibilities to deal with. Various other arms of the school administration emanated from deputyhead level, Year Heads, House Heads, Pastoral Heads, etc. Primary schools are less formal and less complex administratively. Parents' views expressed in Table 6.8, support the view that parental involvement is more apparent in the primary than in the secondary school, since parents feel more confident and willing to go into primary schools. In terms of the number of teachers and the variety of subjects the situation are not conducive for parents to feel confident in secondary schools.

The size and complexity of secondary schools seems not to have had any significant effect on parent involvement in this study. When parents were asked whether the size and complexity of the secondary school made parent involvement minimal, there was no consensus of opinion in terms of the responses to this question as illustrated in Table 6.8. Twenty-four parents responded, 50 per cent each said YES and 50 per cent said NO. Half of the respondents felt that size and complexity did not matter while half felt that it mattered. Parents have various levels of confidence and interest in their children's education, so size and complexity may not defer some from their involvement in secondary schools. However it is not easy to reach a clear conclusion on this, further research therefore is desirable.

Parents' actual involvement in schools,

In Table 6.5, the areas that parents could be involved in according to teachers' views are illustrated. The most popular area is assisting in taking children on visits while the least popular area, as far as teachers are concerned is the area of supervision i.e., playground duties.

In this section the views of parents were sought on what their children's schools offer and what they have actually been involved in, Table 6.9, illustrates the responses. The least popular area shown from the responses was, helping with raising money. The views of parents showed that not all parental activities are common to all schools, although there are certain areas that had no limit either in primary or secondary schools, such as the open days, as illustrated in the table. However, some activities may be available in a school which are not acknowledged by parents. The responses in Table 6.9, revealed the parents' awareness of school activities and the areas in which their skills were most utilized.

Table 6.9 Parents' views on what schools offer and what they are involved in.

ITEMS	RESPONSES							
	What the school offers				What parents are involved in.			
	YES	NO	X	SD	YES	NO	X	SD
School events fair, jumble sale, fete, etc Entertainment put on by children	31	13	1.29	0.46	37	7	1.159	0.370
Open days: to see how school works	45	-	1	0.00	31	11	1.262	0.445
Parent evenings to meet teachers and other parents	30	14	1.32	0.47	31	10	1.238	0.431
Parents helping out with cookery, reading library etc..	43	2	1.04	0.21	26	16	1.381	0.492
Parent-Teacher Ass. Parent Ass., Friends of the school	35	10	1.22	0.42	29	10	1.256	0.442
Parents allowed to go into school when they want to consult with teachers	42	3	1.07	0.252	35	6	1.146	0.358
Becoming a parent Governor	30	11	1.27	0.45	18	23	1.561	0.502
Helping with raising money	25	7	1.22	0.42	12	16	1.571	0.504
Running an out-of-school activities (chess clubs, etc) for children	41	3	1.07	0.25	27	12	1.308	0.468
Taking parties of children to school activities in a car	35	10	1.22	0.42	5	34	1.87	0.339

From the table above, the main areas of parent involvement in the school were considered. These areas are not exhaustive however, but illuminate what parents could do and what they have done. In the first column areas open to parents for their involvement are illustrated and in the second column parents indicated what areas are offered to them for their involvement, while in the third column parents indicated which areas they have actually been involved (see discussion on Table 6.10, and 6.11) where a comparison of actual involvement and areas open for involvement are made. However, the most popular area that all the parents acknowledged as offered in their children's schools were, Open days: to see how school works. The awareness of parents as regards the activities they could be involved in schools did not necessarily mean being physically involved in most of these activities. For example the most popular activity in the schools, was not the most popular area of involvement. (This is discussed further under Table 6.10 and 6.11, where comparisons between the two tables are made).

Table 6.10 Areas of Involvement Offered by Schools

ACTIVITY AREAS	RESPONSES	%*
i. Open-days; to see how schools work	45	100
ii. Parents helping out with cookery, reading, libraries etc.	43	95.6
iii. Parents allowed to go into school when they want to consult with teachers	42	93.3
iv. Running an out-of-school activities (chess club, etc) for children	41	93.2
v. Parent-Teacher Associations, Parent Association/Friends of the school	35	77.8
vi. Taking parties of children to school activities in your car	35	77.8

vii. School events, fair, jumble sales fete, etc. Entertainment put on by children	31	70.5
viii. parents evenings: to meet teachers and other parents	30	68.2
ix. Becoming a parent governor	30	73.2
x. Helping with raising money	25	78.1

*The percentages used here in Table 6.10 were based on the number of parents that responded to the items, as in Table 6.11.

Table 6.11 Areas of involvement that parents physically participated

ACTIVITY AREAS	RESPONSE	%*
i. School events, fair, jumble, sales, fete etc. Entertainment put on by children	37	84.1
ii. Parents allowed to go into school when they want to consult with teachers	35	85.4
iii. parents evening: to meet teachers and other parents	32	76.2
iv. Open-days: to see how school works	31	73.8
v. Parent-Teacher Associations, Parent Association/Friends of the school	29	74.4
vi. Running an out-of-school activities (chess clubs, etc.) for children	27	69.2
vii. Parents helping out with cookery, reading, library etc.	26	61.9
viii. Becoming a parent governor	18	43.9
ix. Helping with raising money	12	42.9
x. Taking parties of children to school activities in your car	5	12.8

(Items are re-arranged in descending order of responses, i.e. item vii in Table 6.10 becomes item i in Table 6.11).

The comparison between Table 6.10 and Table 6.11 shows significant difference between what schools offer to parents and what parents actually do in schools. Whilst all 45 parents in the sample were aware of open days, 31 were really involved in attending them. Taking the area of "parents helping in the classroom", - cookery, reading, library etc. 43 parents were aware that this was offered in their schools, but only 26 said that they were involved. The area that parents seemed least aware of was helping with raising money only 25 parents said that this was an activity offered by schools. The corresponding response in Table 6.11, showed that only 12 parents actively participated in raising money. The area that attracted least attention was "taking parties of children to school activities in their cars". In Table 6.10, 35 parents were aware of this area but only 5 parents actually involved themselves in this. Most parents were aware of the various activities available in the schools open for their involvement but the level of involvement was less than what they were aware of. However, from the two tables, it would seem that parents were significantly involved in schools.

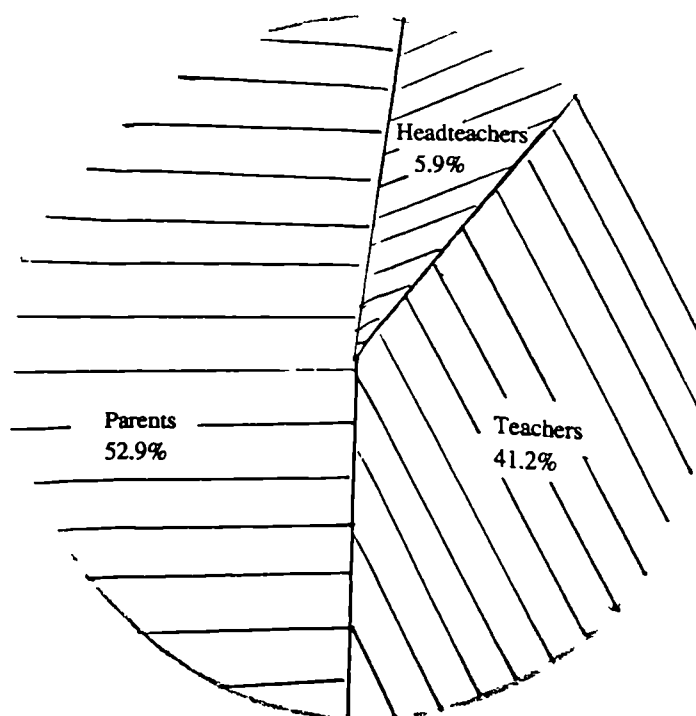
PTAs are the most common formal parents organisation for involvement in school activities, 35 parents knew of the associations, while 29 parents actually participated in PTA activities in their schools. From Tables 6.10 and 6.11 respectively, the position of PTA in terms of awareness and involvement corresponded. In both cases it stood as the fifth position. PTAs, have however, continued to expand from year to year, as recorded by the NCPTA. The NCPTA reported that in 1975, membership of affiliated PTAs to the national body stood at 1,045, but in 1986, membership rose to 5,600 with 37 Area Federation (NCPTA, 1986). With more awareness of the role of parents in schools and the added responsibilities by the 1986 and 1988 Education Acts, it may be assumed that by 1996, the membership may triple the 1986 figure.

Parents' views showed that they are more involved in school events such as; fairs, jumble sales, fetes etc. and entertainment put on by children. This stood out as first on the list in Table 6.11. This was witnessed by the researcher when there was an entertainment presented by one of the sample schools. Many more parents turned up for than any other activities in the school. However such activities do not demand too much from parents other than their physical attendance. The general views of parents as illustrated in the comparative tables, showed that there is a significant involvement of parents in school activities with-in certain areas and less in others. Schools have however, been shown to offer many opportunities for parents to contribute.

Conclusion

Although PTAs received a significant response from all the sample, but some schools could not respond because they had no PTA. The questions on parent governors were not directed at teachers. Parent participation in the classroom/curriculum like parent governors applied to all schools unlike PTA which was and still is selective. The pie-graph in Figure 16, illustrates the proportion of headteacher, teachers and parent who made up the sample. There were a total of 85 respondents.

Figure 16 The composition of respondents to parent participation.



In this chapter, it has been found that schools encourage parents to participate in various activities. Headteachers' and teachers' views showed some significant consensus in allowing parents to come into schools and contribute their quota. There were however some activities that teachers did not readily accept parents being involved in. Similarly there were some areas that, although the schools offered them to parents, parents were not fully involved in, even though they were aware of such various activities. Participation in secondary school continues to be less than in primary schools. A significant number of parents (27 out of 29 respondents) agreed that they felt more confident about being involved in primary schools rather than secondary schools. However, it could not be conclusively shown that the size and complexity of secondary schools had any effect on parents involvement. Most parents preferred to offer their participation in classes other than where their child was. The evidence for this view was seen by the researcher in his visits to the primary schools. Mothers were involved in classes particularly in reading scheme where their children were either no longer in the school or in different classes.

Whilst most teachers have shown that parents are welcome in their schools and represent a rich resource, some showed unwillingness to allow parents into their classes; as was pointed out by one of the teachers who has a mother in her class. The teacher said "not all teachers welcome parents into their classes". The unwillingness to allow parents into the classroom is because, teachers fear that by doing so, they may be:

- swamped by parents who may develop interest and possibly become a threat to their professional position.
- open to criticisms when parents get into the classroom with them. Parents may see some loopholes for criticism and they may discuss such with other parents, this may break confidentiality between the parents and the teachers.

Ellis and Protheroe, (1988), have argued that where effective and happy working relationships exist, the children will profit considerably and that where there is a positive

relaxed atmosphere in the classroom, the trust and respect the children have for adults will be strengthened. However, teachers preferred parents to participate in non-classroom activities. All five headteachers and 31 teachers agreed that parent participation in schools enhanced the quality of life in the schools as well as the neighbourhood. Although this was not a measurable item in this research, the evidence from the headteachers and teachers as well as research findings confirmed this. From the views expressed by parents, the statistical hypothesis was rejected and it was significant that most parents showed interest and readiness to be involved in the school programmes for the benefit their children. Significant opportunities are also given by headteachers and teachers for parents to be involved with children's education in various spheres of school programmes. These opportunities ranged from classroom-based to out-of-school activities although with varying degrees of involvement in each area.

Having examined the roles played by supplementary schools as an avenue for ethnic minority parents' involvement in education in chapter 4, and the contribution of PTA in the daily activities of both primary and secondary schools, as well as looking at parental participation in the classroom in the preceding two chapters, it has been revealed that the involvement of parents in the classroom and other spheres of school life can bring considerable benefits to teachers, in the sense that the teachers will have more knowledge of the children they teach as well as gaining insight into parents' views about education, thus enabling the views of parents and teachers to be integrated, thereby diminishing conflict. The more opportunities parents have for working in the classroom and in the school generally, the more likely they are to be supportive of the school and the teachers. The 1986 and 1988 Education Acts can be seen to bring parents and teachers closer together and reduce the conflict of roles and functions in the education of the child. However, the success of these Acts depends largely on mutual respect and understanding between parents and teachers. Even though the 1986 and 1988 Acts have given parents certain roles and functions, and even some power, parents know that there are certain areas that they can actively be involved and there are those that they may only give advice about and other areas about which they may have no say. The

central issue is how does the child benefit best from education? Parent-Teacher cooperation and collaboration have however shown to be a way forward in the educational development of the child.

One of the major parental involvement areas in school management procedures is the school governing body of which parents are an integral part. Parents are now legally bound by the 1986 and 1988 Education Acts respectively, to be fully involved in the day-to-day running of schools through the schools' governing bodies. Parent governors, in each school are now equal in number to LEA representatives. They now have more voice and more votes than ever before. The LEA still holds considerable authority however, since whatever is decided at the governors meetings, has to be approved by the LEA. Parents and their children have now taken a central place in the education system. The contribution of parents within and outside the school is encouraged and strengthened. Parents and governors have more legal responsibility in the education of the child. They, and the other governors and the teachers have become accountable to parents in general. In Chapter 7, the roles and functions of parent governors in relation to the school, the LEA the parent body, and the community are discussed.

The functions and roles examined were those which were exercised before the full implementation of the 1986 and 1988 Education Acts, i.e. when the number of parent governors was only two per school no matter what the size of the school. Some of the views and responses are not completely divorced from the new education acts however. The data analysed and discussed in this chapter, show that parents have significant interest in their children's school programme and are ready to be involved in most activities that would not coincide with their main official assignments. In addition teachers and headteachers have shown significant support for parents to be involved in the education of their children. The full hypotheses put forward at the beginning of this chapter were rejected in most of the items as shown in the discussion using Chi-square (X^2) test. However, in this chapter, parents have been seen as supporters of schools in various activities within and outside the

classroom. They have also shown to be in partnership with teachers where both teachers and parents see themselves as allies and collaborating to solve educational problems. There is mutual accountability which is being strengthened by the 1986 and 1988 Education Acts. In Chapter 8, the elements of accountability, partnership, supportive and advisory in parental involvement are discussed in relation to what PTAs, parent governors and parents can do in their children's educational processes.

CHAPTER SEVEN

PARENT GOVERNORS

Introduction

In the preceding two chapters, the roles and functions of PTAs in school activities and the active participation of parents in the classroom/curriculum and other related school activities were discussed taking into account headteachers' and teachers' views about these roles and functions in relation to their profession. The analysis in these two chapters revealed the cooperation and understanding between teachers and parents. Conflict of views and ideas between the two parties have considerably narrowed and integration of these views and ideas have developed, where parents and teachers see themselves as allies in the education of the child. However, the role of governors in school management now has a prominent place in the education system. Before the 1986 Education Act, parent representation on governing bodies was minimal, with only two parent representatives on governing bodies no matter what the size of the school. With the advent of the 1986 and 1988 Education Acts, parents are now proportionately represented with LEA representatives. Parents now have got more equal voting power on the board. In this chapter, the role of governing bodies is discussed with particular attention to parent governors. This is because the study is concerned with looking at the role of parents in schools. The analysis here therefore examined the roles and functions of parent governors in relation to the schools, the parent body as a whole, the LEA and the community in which the school is situated.

The data used in this study was collected before the full implementation of the 1986 Education Act. New governing bodies that were nominated, elected, and coopted came into effect as from 1 September, 1988. By 29th June, 1988 some schools in Coventry had already held their election for parent governors in preparation for the 1st September. All comments and discussions on parent governors in this study are mainly based on the old structure and

functions of the governing bodies but in relation also to the 1986 Education Act because their responses had much to do with the new Act.

Membership of Governing Bodies

The actual membership of governors and the number of parent governors in this study, and the percentage of parent governors to the main governing bodies are presented in the table below.

Table 7.0 Membership of School Governing Bodies

SCHOOL	FULL MEMBERS	PARENT GOVERNORS	% OF P/GOV
SSA	17	2	11.8
SSB	17	2	11.8
SSC	20	2	10
PSA	-	-	-
PSB	10	2	20
SSD	-	2	-
SSE	16	2	12.5
SSF	16	2	12.5
SSG	16	2	12.5
SSH	15	2	13.3

From the table above, each school has 2 parent governors, but the full membership of the governing bodies varies from school to school. Membership range from a minimum of 10 to a maximum of 20. Although parent governors are evenly distributed in all schools, the percentages vary since the full membership varies. The percentages vary from a minimum of

10% to a maximum of 20%. However, parent representation has been much improved since the 1986 Education Act, from two in the smallest school to five in the largest (1986 Education Act Section 3). Similarly the membership of the school governors also changed from 9 in the smallest school of pupil population of 99 or below to the maximum of 19 in the largest, with a pupil population of 600 or more. Table 7.0 shows the distribution of membership of the governing bodies in the schools in this study, before the 1 September 1988. There were three schools with a membership of 16 governors, two schools with 17, and one with 20, the maximum in this study.

Composition of Governing Bodies

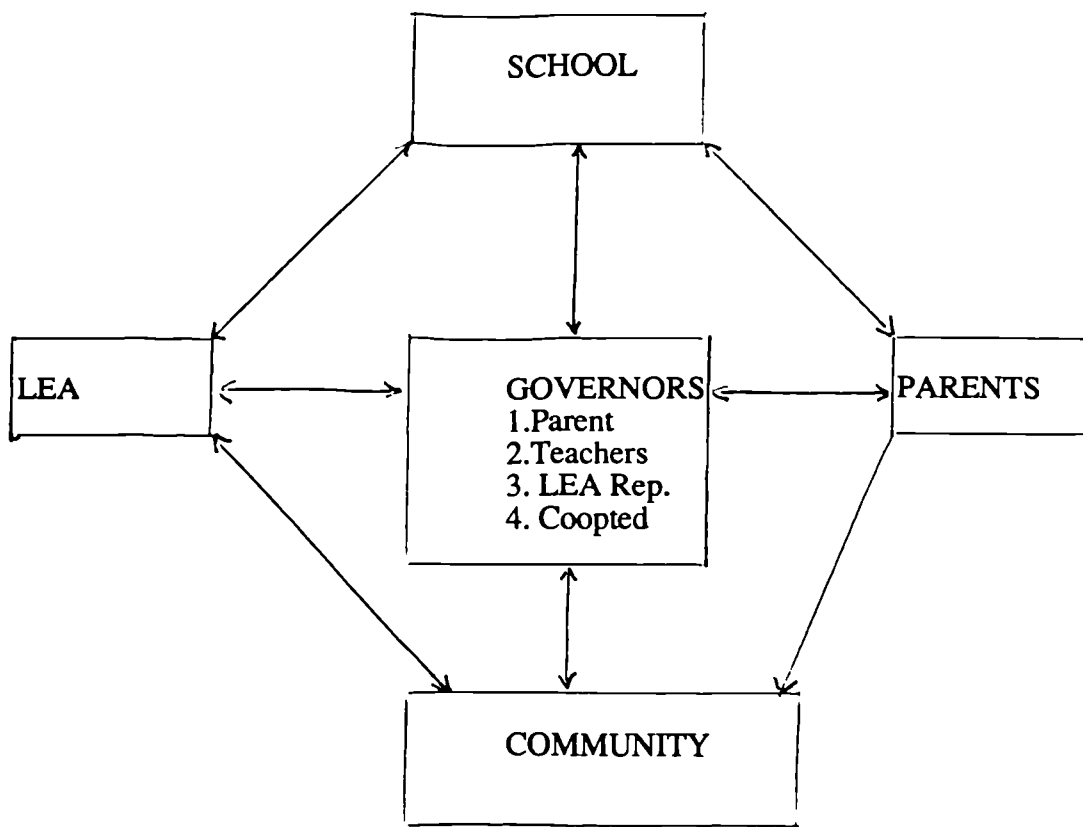
Although in this study the main investigation is on parent governors, the composition of governors includes, teacher governors, LEA representatives and coopted governors from the business community. Figure 17, illustrates this composition and how they relate to each other if the governors' work is to succeed and become effective. The criteria for being effective is however numerous, but a brief look at some of the criteria will illustrate what governors need to do in order to succeed:

1. Governors each should have a specific area of interest and concern which he/she will be assigned to, such as giving particular attention to : mathematics, sport, arts, welfare, site and building matters, school meals, etc. Each governor, making sure that he/she contributes to any assigned area for the success of the school and their work.
2. Some schools, as pointed out by Sallis (1988), tried setting up special relationship between governors and teachers in order to work together, having the school as their common centre of interest. Others, according to Sallis have regular lunch as attended by governors. The main idea is to involve the governors in the daily life of the school so that they feel committed to school, and ready to share the success and failure of the school.
3. It is also essential that governors should get to know other staff of the school apart from the teaching staff and the teacher governors. This is important in the sense that both teaching and non-teaching staff work towards maintaining the standard of the

school, and the success of the school is the pride of all who are connected to the school.

4. Governors should as much as possible be visible in the school, which means identifying the best supported parent events which should have priority in governor's attention (Sallis 1988), such as events centred on children's work or open occasion in which parents can ask questions about the school.
5. Headteachers and senior staff are the main parties to see that the relationship between governors and the school works, hence, the headteacher should discuss the main aspects of school life with the governors. This will strengthen the relationships and harmony among school staff and governors, which will put them in the right track for the success of school management and academic life.
6. Governors should offer general guidance to the school as much as they are entitled to : advice, access, allaying of fears, answers, accountability and acceptance, by the school and the LEA.

Figure 17 The Composition of Governors.



The membership of governing boards is drawn from four basic sources as illustrated in the Figure 17. Each of these sources has a prominent role to play in the running of schools. Each is also related to the other for partnership in education as shown by the mutual connection in the figure. The school is more directly related to the LEA and the parents. The LEA controls and monitor the progress of the school, while parents are the source of the school children, who in turn are the recipients of education in schools. The LEA and the schools do not however operate in a vacuum. They work within the community where the parents are part of that community. The governors in carrying out their responsibilities relate to all the four organs. However, their cordial relationship with the LEA, parents and the community, enhances their roles and functions which in the end benefits the children. The 1986 Education Act outlined where the members of the governing bodies should be drawn from, whether elected, nominated or co-opted.

Governors and the 1986 Education Act.

The following table shows the responses of parent governors to the functions and responsibilities imposed on governors by the 1986 Education Act.

Table 7.1 Parent Governors Opinion of the 1986 Education Act.

ITEMS	RESPONSES			
	YES	NO	SD	VARIANCE
Do you welcome the 1986 Education Act?	9 75%	3 25%	0.452	0.205

The responses of parent governors to the question of whether they welcome the 1986 Education Act as can be read from the table above, shows that 75% welcome it in terms of its functions and responsibilities as well as the added roles given to parents, 25% did not however. The responses made, show parent governors' awareness of the 1986 Education Act

and how it affects their roles as governors, even though many of them might have been elected for the first time in June/September 1988. The standard deviation and variance of 0.452 and 0.205 respectively shows the closeness of the scores; for example 9 respondents out of 12 having the same scores of 'Yes'. The majority of parent governors in this study said then that they welcomed the 1986 Act. Increased interest in becoming parent governors was shown by the fact that some of those who had served before the introduction of the 1986 Act, campaigned for their re-election to other parents. This is illustrated in Table 7.2.

Table 7.2 Parent Governor Campaign for Election.

ITEMS	RESPONSES			
	YES	NO	SD	VARIANCE
Did you have to campaign to be elected?	8 66.7%	4 33.3%	0.492	0.242

While 66.7 per cent had campaigned for their election election as parent governors, 33.3 per cent had not. However, it was evident from the researchers discussion with one of the headteachers, when election of parent governors was held in his school in June, 1988, that it was not always necessary for parents to have to campaign for election. Even during the nomination, there were no campaigns, Parents are however, normally, given the free will and information to nominate any parent whom they feel can serve on the governing body.

Now that the responsibilities, roles, functions and powers have been added to the office of governors, and steps have been taken by the DES to publicise these roles and functions and to encourage parents to serve as governors, thus hopefully, bringing in more parents, then there may be the need for campaigns to be carried out in the near future. The pamphlets *Shouldn't you become a School Governor* and *School Governors: A New Role* both produced by the DES (1988), are some of the practical steps taken to bring in more parents. However, some parents may not be attracted when more responsibilities are added to the office, particularly as it is a part-time responsibility, and not a paid job which attracts appreciative allowances. The election of parent governors in June - October, 1988 revealed the view that many parents

were not attracted by the responsibilities and power of parent governorship. In one of the sample schools, there were insufficient number of parents who stood for the election, and the school had to request more parents to take part. In one school the number of volunteers was sufficient for an election not to be held, while in another, there were up to seven parents for four places, an election therefore had to be held for which the seven parents campaigned. Different aspects of the 1986 Education Act are examined, with reference to parents' say in the balance of power within LEAs and parental involvement in schools. Table 7.3 presents parent governors' responses to the related items.

Table 7.3 Parent Governors' Responses to the 1986 Education Act.

ITEMS	RESPONSES			
	YES	NO	SD	VARIANCE
4. Do you welcome the 1986 Education Act as a way of giving parents more say in the affairs of schools	9 75.0%	3 25%	0.452	0.205
18. Since by the 1986 Education Act parent governors are equal in number to LEA representation, do you think this is a balance of power?	10 83.3%	2 16.7%	0.389	0.152
20. Do you think the Government has given enough opportunities for parents to be fully involved in their children's education by the 1986 Education Act?	11 91.7%	1 8.3%	0.289	0.083
21. Are you satisfied with the 1986 Education Act relating to Governing Bodies	5 41.7%	7 58.3%	0.515	0.265

The table summarises the responses of parent governors. The questions posed to the parent governors were related to how they welcome the 1986 Education Act in its various phases and they viewed the responsibilities given to them i. e., whether the government had given enough opportunity for parents to be fully involved in their child's education. The responses given showed that most parent governors seemed to be well satisfied with the 1986 Act in these particular areas. Items 18 and 20 have 83.3 percent and 91.7 percent positive responses respectively. Whether the proportional representation of parent governors and the LEA members is a balance of power, is as yet a debatable issue. Anne Holt in her address at a half-day conference in Birmingham in March 1989, expressed that parents were not really asking for power but influence in schools, but instead, the government, in the 1986 and 1988 Education Acts vested powers in the governing bodies. To what extent then can parents use this power effectively since all recommendations will still have to go to the LEA for final approval before implementation? The use of the assumed powers in the new acts can not be fully seen now as parents are yet to see this power exercised. The question is then: "Is there any power for parents to exercise?". After all, the power is vested in the governing body collectively not individually, and as pointed out by a parent during a conference, the gulf between the school and parents is still there. The line dividing the school ground may be physically wiped off but metaphorically it is still there. Therefore the powers of the governors still depend on the goodwill of headteachers. Governors are generally considered to be laymen/women and not professionals and the best way to have power exercised is to have the full cooperation of the headteacher and his/her staff.

There will be more questions to be answered after parent governors have spent at least one year in office, that is by June-September 1989, when they have been able to exercise the powers and responsibilities given to them. However, as it is, the LEA continues to head the chain of command since it has the important statutory duty with regard to education in its area; for as Mahoney (1988), has pointed out:

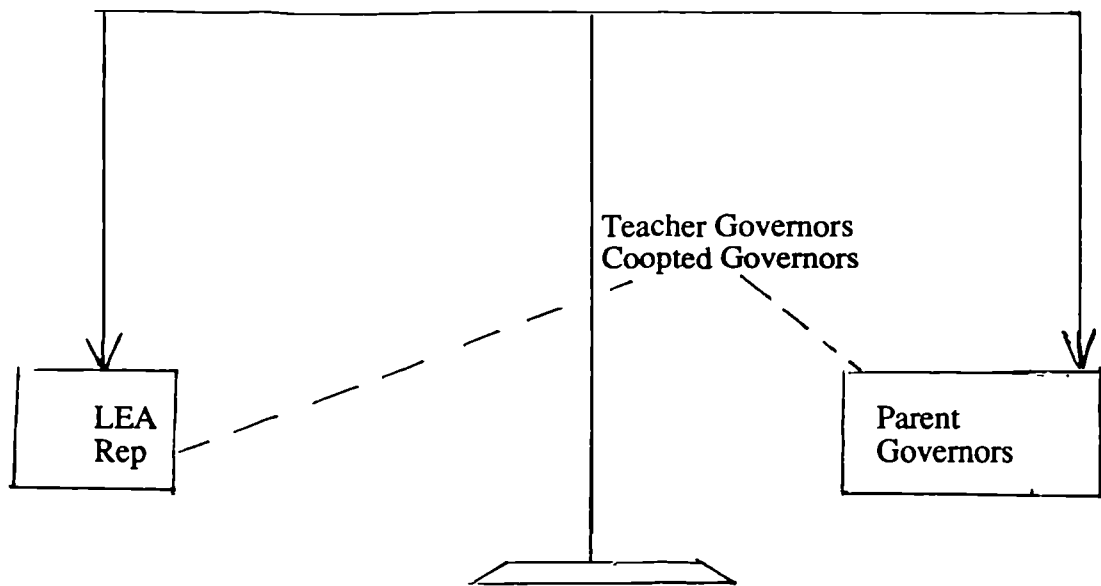
- a) The LEA is responsible for the provision and efficient conduct of county schools and so must be empowered to prescribe general policies and issue general

directions, and must have, if it thinks fit the **final word** on any matter affecting the exercise of its statutory duties for such schools.

- b) subject to the overriding functions of the LEA, the governing body should be in a position to determine the line on which the particular school is organised and run.
- c) many day-to-day decision must in practice be made by the head and staff of the school.

While parent governors are happy with some of the aspects of the 1986 Act, they do not appear as shown on the table to be happy with the Act regarding the governing boards. Their responses to the question of whether they were satisfied with the 1986 Education Act, relating to governing boards, showed that 58.3 per cent were not satisfied while 41.7 percent were satisfied. Seventy-five percent of parents said they welcome the 1986 Education Act as way of giving parents more say in the affairs of the schools particularly with those sections (30 and 31) which state that schools and their governing boards are to be accountable to parents, give reports about their activities, and hold an annual general meeting whereby they report to parents. There were however, 25 per cent of parents who did not feel that the act gave parents any more say in school affairs.

Sallis (1987), has however pointed out that the 1986 Education Act does considerably strengthen the position of parents in many ways, in that it brings the possibility of tokenism in parents representation to an end by giving them equal representation with LEAs in county and controlled schools of all sizes. The present position of parent on the governing boards needs therefore to be fully utilised to the benefit of the children and the schools at large. Although numerically, parent representation on the governing board is equal to LEA representation, there is a balance of power as agreed by 83.3 per cent of parent governors. Figure 18, illustrates this and shows how the balancing may be affected by the teacher and coopted governors.

Figure 18 Will there be any balance of power?

The balancing of power at governors' meetings and decisions taken will very much depend on which side the teachers and coopted governors join. In all cases, coopted governors outnumber the parent governors ranging from a minimum of three to a maximum of six as against that of parent governors who have a minimum of two and a maximum of five. Teacher governors may possibly team up with parent governors since, they have common objectives, that is the child.

Governors and the School curriculum:

The school curriculum and parental involvement is then a very contentious issue. The roles of parent governors in the school curriculum are explored as illustrated in Table 7.4.

Table 7.4 Parent Governors' Responses to their roles in the school curriculum and other school activities.

ITEMS	RESPONSES			
	YES	NO	SD	VARIANCE
7. Do you as a parent governor have much say in the curriculum and organisation of the school?	3 25%	9 75%	0.452	0.205
8. Do you support the view that decision on the curriculum should be totally left to the head in conjunction with the staff?	5 41.7	7 58.3	0.515	0.265
11. Does your school invite staff members in rotation to talk to the governors about their subject areas and discuss examination results?	6 54.5	5 45.5	0.522	0.273
14. Are you knowledgeable about the present system of education and particularly the system operated in your school?	11 91.7	1 8.3	0.289	0.083

Table 7.4 presents the responses of parent governors, regarding their roles, and involvement in the school curriculum and other school activities. From the table, 75 per cent of parent governors had little say in the curriculum and other school activities. Only 25 per cent had any say in the curriculum and other activities. The Advisory Centre for Education (ACE, 1987) has pointed out that the curriculum is a daunting enough subject to many lay governors, as well as to parents. This could be the reasons for parents not being fully involved in the school curriculum therefore. Sallis (1987) has stressed that the governors share the responsibility for shaping the curriculum for the individual school within the general aims of LEA policy. However, the basic concern is who should derive the benefit from the curriculum? The child is the main basic concern. The success or failure of the school educational objectives is the responsibility of all the three main organs, the LEA, the school and the governors. The child, being the recipient, is the prominent object of concern when making decision on the curriculum however.

The article of Government shows a process of consultation between governors, headteachers, and the LEA, on matters concerning the curriculum. The 1986 Education Act (section 17) and the article of Government have therefore given governors more say and involvement in decisions about the school curriculum and organisation. To what advantage governors use this opportunity for the academic achievement of children is a matter which will have to be examined after the full implementation of the 1986 Education Act which is outside the scope of this study. Of equal importance and concern is parent governors' knowledgeability in education, since generally they are mostly referred to as laities in education. Parent governors were therefore asked if they were knowledgeable about the present system in education and particularly the system operated by their school. In response to this question, 91.7 percent of parent governors accepted that they were knowledgeable about education in their respective schools. This response removed the preconceived idea that parent governors may in most cases be laymen/women in educational matters.

Pascal (1987), in his research into primary school government, classified the governing body broadly into professionals and laity. He termed the LEA governors, teacher governors and the headteacher where he/she opts to be a governor as the professionals, and parent governors and coopted governors as laities. Each of the two groups see their roles differently. If however, as pointed out by Rumbold (1988), the Minister of State for Education, governors are to be involved in having oversight over what is taught setting standards of behaviour, interviewing and selecting staff and deciding how to spend the money given to their schools, the governors, whether parents, or non-parents, professionals or non-professionals, must at least be knowledgeable about education. In this study, eleven of the twelve parent governors, among whom were two university lecturers, and a barrister, could not be termed laity in most respects. They might not have the special training in primary or secondary education as the trained teachers or LEA governors, but their knowledge of the education system removed them from the laity group. The term to be used could therefore be non-professional instead of laity. They are knowledgeable but not professionals in educational matters.

Items 8 and 11 from Table 7.4, showed that there was a lot that happened with the curriculum that parent governors were unaware of. In supporting the views on decisions on the curriculum, 58.3 percent felt that decisions should not be left to the headteacher and his/her staff only. However, 41.7 percent agreed that such decision should be left to the headteachers and his/her staff. The views expressed by the 41.7 percent show that some parent governors considered themselves as laity as far as issues on the school curriculum are concerned. Those parent governors who are knowledgeable about education in primary and secondary schools wish to contribute their quota to decisions on the however curriculum. They could contribute in making the curriculum more relevant and suitable to what they see as good for their children and society at large.

The sharing of responsibility on the school curriculum among governors, LEA and the head teacher with his/her staff has been outlined by the DES (1988). Governors and headteacher will ensure:

- 1. that the school curriculum is broad and balanced, and meets the requirement of the National Curriculum.*
- 2. that courses leading to public examinations for pupils of compulsory school age are for approved qualifications and follow approved syllabuses.*
- 3. that the law on religious education and collective worship is complied with*
- 4. that information about the curriculum and pupils' achievements is available to parents and others and,*
- 5. that governors will also help the Head to decide what other subjects should be taught in their schools (DES 1988, Section 5 unpagged).*

However, the role of the governors in these relationships need to be strengthened and practicalised. The hope in the 1986 Education Act in giving parents more say in the educational affairs of their children is expressed by Sallis (1987):

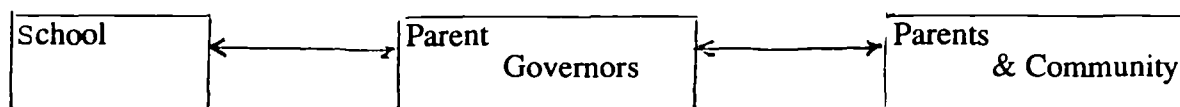
"the total effect of bringing parent governors into the decision-making process and requiring them to communicate better with parents generally will raise consciousness about educational issues and needs which can only work to the advantage of all children" (Sallis, 1987, p.349).

There was evidence from the responses that schools invite teachers to talk to governors on their subject areas and examinations results. Of the 11 governors who responded to the questions 54.5 percent said their schools invite teachers to talk to them while 45.5 percent said their schools had no such programmes. The main aim is to inform governors about what goes on in the schools in the various school subjects. Hargreaves, (1988), has suggested that wise governors will invite teachers to make presentation to them on how each curriculum area, the pastoral side of the school and the extra-curricular activities contribute to the curriculum as a whole. Such dialogue between teachers and governors will educate governors about the meaning of a broad and balanced curriculum. It will also lead governors to value the contribution made by teachers in the educational process of the child. In addition, governors can raise questions about the curriculum, both in terms of what is planned and what is being experienced by the public. The governors are seen as a bridge between the parents and the school, hence there is the need for parent governors to be fully informed and aware of the school progress and achievement in the school subjects and examination so that they can present the school to the community in a progressing manner. The parent governors are therefore a link between the community and the school, through which basic and useful information can be transmitted to either the school or the community including the parent body. This is because, parents are part of the community and parent governors have dual roles, they are part of the school on the one hand and part of the community on the other.

Relationship between Parent Governors and Parents.

Figure 19, illustrates the link between the parent governors and the school on one hand and the parents on the other, with parent governors acting as a bridge between the school and the parents and community.

**Figure 19 Parent Governors as a Link Between School
and Parents.**



The school provides information on curriculum matters through discussion with teachers on their subject areas to governors. Governors help in presenting the image of the school to the parent and the community. Similarly the governors receive information from parents and the community for the improvement of the school. Parent governors' relationship with other parents is as crucial as the relationship with the school and the LEA. Table 7.5, presents the responses of parent governors on their relationship with parents.

Table 7.5 Parent Governors' Opinions on their relationship with parents.

ITEM	RESPONSES			
	YES	NO	SD	VAR
6. Are you considered to be the mouthpiece of the parent body of the school?	4 33.3%	8 66.7%	0.492	0.242
9. As a parent governor are you an ex-officio member of the schools' PTA committee or similar association?	7 58.3%	5 41.7%	0.515	0.265
10. Does your school encourage parent governors to arrange educational meetings and social events for parents?.	3 25.0%	9 75%	0.452	0.205
12. Do you have the full support and understanding of other parents?	6 54.5%	5 45.5%	0.522	0.273
19. Are there any arrangements for parents to communicate easily with their governors?	7 58.5%	5 41.7%	0.515	0.265

The responses of parent governors as presented in the above table revealed that the relationship between governors and parents as well as schools, need to be re-examined. The standard deviations and the variances when compared to the percentage responses, showed the ties between respondents who said 'YES' and 'NO'. The least variance is 0.205 and the highest is 0.273. The least shows how close the responses are towards the 'NO' in item 10 while the highest of 0.273 showed almost a balance of YES and NO responses with 6 saying YES and 5 saying 'NO'. The closest tie to the least variance is in Item 6 with 8 respondents saying NO and 4 saying YES. The general view as presented in the table revealed the type of relationship existing between parent governors and parents as well as the schools. The responses show that the relationship between parents and parent governors working hand-in-hand for the benefit of the school is neither positive nor negative. It does however, assume a relaxed relationship with a laissez-faire attitude. Communication between parent governors and parents is very essential with as many parents as possible involved in the school. Sallis (1987), has pointed out however, that there is need for mechanisms for spreading good practice in communication. She further added that the need for training for governors is not to make them pseudo-professionals, but to make them effective in their ordinariness.

When asked if schools encourage parent governors to arrange educational meetings and social events for parents, 75% said NO while only 25% said YES. This showed that schools were not so much involved in encouraging parent governors to arrange for such activities where parents can meet with their governors and exchange ideas about the school and their problems. The opinion expressed here supports the responses given in item 6 in which parent governors, did not totally agree with the idea that they should be the mouthpiece of the parent body. In response to item 6, 66.7 per cent did not consider themselves to be the mouthpiece of parent body while only 33.3 percent accepted this role. Sallis (1983), suggested that parent governors should not be delegates for parents, even if that were the idea, but part of the job, at least is to listen and to act with as much awareness of parent views as possible. They may not therefore necessarily be parents mouthpiece, but they must be concerned about communication with the parents. They need to be aware of the wishes and

concerns of other parents, as suggested by Sallis (1988), so that they can represent parents at governors' meetings. The function of the parent governors among others, is therefore to act as a link between parents, the school and the governors (Sallis, 1988).

More than half the parent governors questioned (58.3% per cent) were also ex-officio members of their various school PTAs or similar organisation. In schools where there were no PTAs the parent governors did not have to belong to such associations. In some schools even though there were PTAs, they had not been made ex-officio members. While in others they were full PTA members. For example, one parent governor, in his response to item 9 said "I still belong to the PTA". One of the easiest ways of communicating with parents is through the PTA. This has been further emphasised by Sallis (1987):

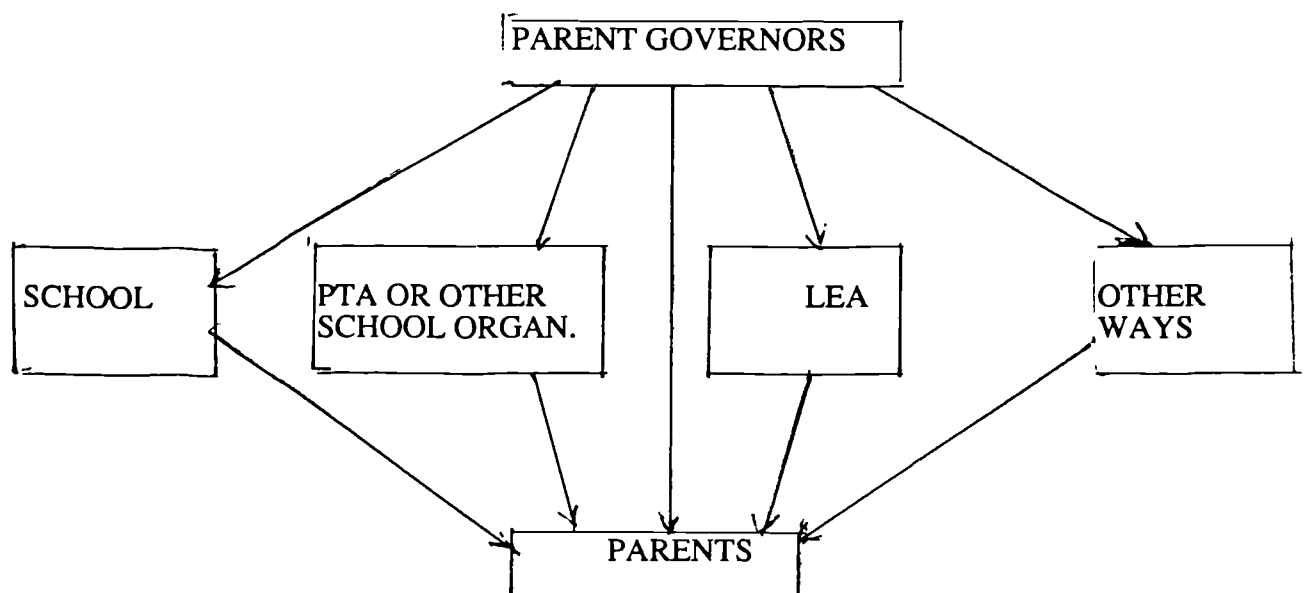
"Some PTAs make parent governors ex-officio members of their committees. This means that because of their office as parent governors they are automatically entitled to serve. Some PTAs reserve a space in their newsletters or newspapers for governors' news, or a little time at their meetings for governors' reports" (Sallis, 1987, p.14).

Parent governors who are ex-officio or full members of PTAs need however to work for better relations between PTAs and governors and for more general parent interest in all forms of participation as suggested by Sallis (1987). This is particularly so with the 1986 Act requirement governors annual report and parent annual general meetings.

The support and understanding of other parents also showed how the opinions of parent governors were really divided as to getting support or no support, 54.5 per cent of those questioned, indicated that they received the full support of parents, while 45.5 per cent indicated lack of support. However, support and understanding according to Sallis (1983) of other parents who elected the parent governors is a great boost to the confidence of the parent governors. How governors relate to parents, school and any other interested individual or organisation is a matter of concern to the school and the LEA. Governors, PTAs, parents and the school are supposed to be mutually related for the interest of the child. Governors easily relate to school and parents through PTAs who have direct links with the parents, but with the 1986 Education Act, relating to parents is made much easier, through the parents annual

general meeting. This does not neglect the role of the PTAs however. The central theme therefore, in the relationship is the child; the interest of the child is the basic concern of the governors, parents, school and PTA where one exists. Sallis (1987), has suggested some ways through which parent governors have found it possible to improve communication with parents. This is illustrated in Figure 20. She suggested communication through PTAs or other school organisations the school, the LEA and other ways.

Figure 20 Routes of Communication Between Parent Governors and Parents.



The line of communication depends solely on the cooperation of all the four agencies. Parents can however, communicate directly with parent governors particularly during the annual parent meeting or at other events organised by the school and the governors which bring parents together. Communication with parents as pointed out by Sallis (1987) will ultimately benefit the school as a whole. The communication could be initiated by parent governors or by the parents, making the line of communication to be mutual where parents and parent governors see each other as having responsibility for the progress of the school and better understanding among themselves.

Courses and Seminars for Parent Governors

Courses, seminars and workshops are vital for parent governors if they are to perform their responsibilities satisfactorily. Table 7.6, presents parent governors' responses to the questions on courses and seminars.

Table 7.6 Parent governors' Opinions on Courses and Seminars.

ITEM	RESPONSES			
	YES	NO	SD	VAR
15. Have there been some courses seminars or workshops or any sorts of training for governors?	9 75%	3 25%	0.452	0.205
16. Would you welcome some such courses, seminars etc. for all governors?	4 100%	-	-	-

Those parent governors who had participated in workshops or seminars or had any sort of training were not required to respond to item 16. All those who benefited from such courses, indicated that the idea was welcome for all governors. Of the twelve parent governors, 75 per cent had benefited from such courses, for example, six of the twelve governors were met at one such courses and workshops, organised by the Association of Parent Governors (secondary schools section). Section 57(b) of the 1986

Education Act however stressed the need for training for governors. It states that:

"Every Local Authority shall secure - that there is made available to every such governor (free of charge) such training as the authority considers necessary for the effective discharge of those functions".(1986 Education Act section 57 (b)).

It has been suggested by Brigley (1988), and Whitaker (1987), that training programmes should differentiate between the needs of primary and secondary governors respectively. While the training needs of governors is realised by the government and imposed on the

LEAs, the Governors themselves recognise their needs. Training is required in order for them to realise their roles and responsibilities in dealing with the curriculum, the administrative and management set up of the school, and several other relevant areas discussed in the later part of this chapter. Various associations of parent governors such as the one in Coventry and the Parent Governors' Association in Haringey plan such courses and seminars from which parent governors benefit. Research carried out by the National Foundation of Educational Research (NFER) in 1988, has found however, that only 7 per cent (about 11,000) of the total governors of England and Wales received training in 1986/87. It was estimated however that in 1987/88, an average of about nine courses per LEA were expected to be run (Streatfield, 1988), compared to an average of three courses per LEA run in 1986/87.

By forming association and organising their own workshops, parent governors are not solely dependent on what the LEA or the school provides. This shows that parent governors are conscious of their roles and functions and want to enhance their capabilities in order to perform their responsibilities effectively. Governors need some training, particularly in the light of their new responsibilities and functions, but in what specific areas should they be trained? The following have been suggested by Brigley (1988), and Whitaker (1987), to be appropriate for inclusion in training programmes for governors.

1. Powers and responsibilities of governors
2. Legal rights and duties
3. Financial management
4. Committee procedure
5. Educational jargons and acronyms
6. Basic introduction to educational aims and curriculum matters
7. Governor relationship with parents LEA and the community
8. Key areas of school management.

The NFER in their survey on governor training in England and Wales, based on 87 LEAs found however, that the most popular topics featured in training programmes were:

- 1 Roles and functions of governors.
- 2 Aims of a school in relation to the curriculum.
- 3 Recruitment and selection of staff.
- 4 Taking an effective part in meetings.
- 5 LEA structure and operation.
- 6 Education finance (National)
- 7 Effective chairing of meetings.
- 8 Visiting schools.
- 9 Local financial management.
- 10 School and community.
- 11 Running annual meetings for parents
- 12 Special educational needs.
- 13 Equal opportunities (gender).
- 14 Sex education in school.
- 15 Multi-cultural education.

These topics ranged from the most popular to the least popular. It is assumed however that one of the effects of local management of schools and the 1986 Education Act will be to increase demands for the training of governors considerably over the next few years. The training of governors can therefore be seen to fall into three categories:

Category 1 Initial familiarisation.

Category 2 Role-Specific, such as chair, clerk, parent governor, coopted governor etc.

Category 3 Task-related, such as finance, admission, management, etc.

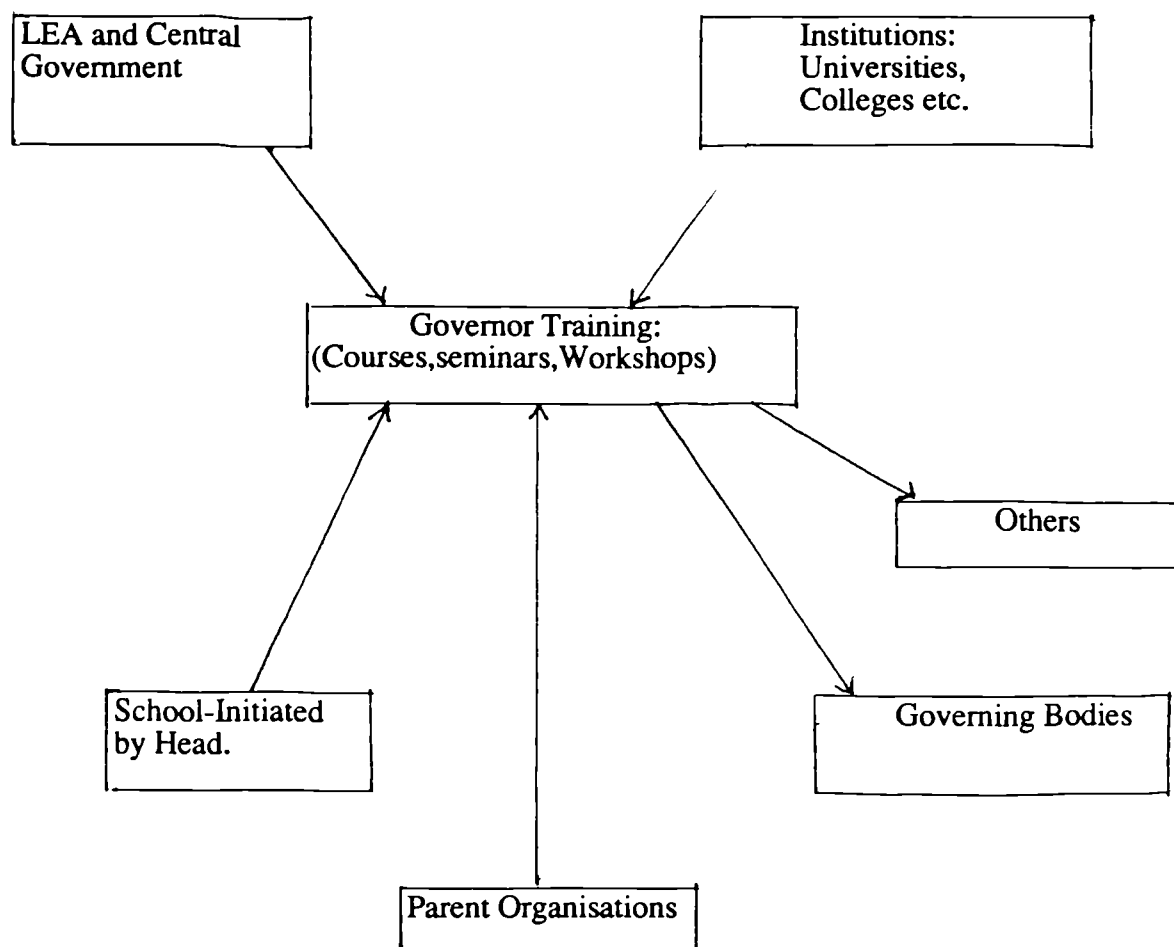
The training of governors can be organised by the school, the LEA or the governors themselves, particularly where they are already in some associations. Whitaker (1987) suggested however that:

Responsibility for governors rests with different groups. Ultimately it is the LEA's responsibility to ensure that governors have access to training and sufficient provision is available. This requires both a commitment by the authority and resources to be made available. At present the priority attached to governors training varies widely amongst authorities. The head is also in a position to suggest and help in training. The governing body itself should review its training perhaps by developing the practice of having a training item on the agenda at meetings (Whitaker, 1987 p.10).

Institutions such as the Open University, National Association of Governors and Managers, Local Colleges, Adult Education Institutes, Workers' Educational Associations The National Consumer Council, the Community Education Development Centre, the Advisory Centre for Education, the NCPTA, the Campaign for the Advancement of State Education, other consultants/lecturers, Teachers' Centres Staff, Local/Regional Parent Governor Associations, Religious Authorities and others (Whitaker, 1987, Sallis, 1988 and Streatfield, 1988) have however, been organising courses for governors to provide expertise and facilities. The most appropriate training takes place at the governing body meeting itself (Preece, 1985, and Blandchart, 1988). This is when all that is learned during seminars is put into practice. The whole concept of governors' training is to ensure that governors are sufficiently knowledgeable to perform their duties for the benefit of the child and the school. Whitaker (1987) has summarised the needs of governor training:

"since governors are meant to be more accountable to their various constituencies, then they should receive guidance on how to represent and be more accountable". (Whitaker 1987, p.10).

This can only be done through training. However, much as governors and particularly parent governors would like to have some sort of training, it has to be organised by certain groups of people. Figure 21, illustrates the various agencies and organisations that have been involved in governor training. A key point to be considered in governor training however, is that governors themselves need to be involved in every stage of the training. They have skills and expertise which should be respected and used, hence, they should be encouraged to identify their own needs. A very important factor in governor training is the willingness of elected councillors, LEA officers and above all, heads, to make training happen. Holt (1988), has pointed out that headteachers are uniquely placed to make the new system work or fail.

Figure 21. Agencies and Organisations Involved in Governor Training.

The main problem in training is the provision of resources. Rumbold (1988), has reaffirmed that the local authorities, with government support will be spending £5 million on training in 1989. This shows that training is assured for governors, hence they will not be left to manage every aspect of the training on their own alone. It was in view of the importance of the training that the DES commissioned the NFER in 1987 to carry out some surveys of LEA provisions of school governor training. The NFER found that the LEAs (87 out of 108) in England and Wales gave training for a number of specific governor types, such as chairs of governors, parent governors, new governors, coopted governors,

Parent Governor Relationship with Headteachers and LEAs.

While relation between parent governors and parents has been stressed, their acceptance by the school and LEA in a spirit of partnership was considered as another area of importance. Table 7.7 gives details of parent governors' responses to the relationship between them, headteachers and the LEA.

Table 7.7 Parent Governors' acceptance by Headteachers and LEAs

ITEM	RESPONSES			
	YES	NO	SD	VAR
13. Are you as parent governor accepted by both the head of the school and the LEA in a spirit of partnership?	8 66.7%	4 33.3%	0.492	0.242
17. Are your recommendations by governors always implemented by the local authority?	2 18.2%	9 81.8%	0.405	0.164

The relationship between governors, the headteacher and the LEA shows the degree of acceptance by the headteacher and the LEA. Full acceptance will enhance the relationship. The election of parent governors is normally done by the parents of the registered pupils of the school, as outlined in the 1986 Education Act, Section 15 (2&6). Discussion on parent governor election comes later in this chapter. The headteacher and the LEA therefore have very little to do with which parent should be elected as parent governor. This is unlike the election of teacher governors in which the headteacher may have some influence, or the LEA nominees and the coopted members, in which the LEA nominates who will be loyal to them.

From Table 7.7, 66.7 per cent of parent governors felt accepted by the heads and the LEA while 33.3% did not feel this acceptance. A standard deviation of 0.492 and variance of 0.242 showed the closeness of the scores, not too close however, since out of twelve, eight

scores were together and four on the other side. There are various factors which could lead to non-acceptance of governors by headteachers and LEAs, as revealed by one parent governor when describing how strained their relationship was with the LEA. This can happen when the parent governor happen to belong to a certain political party which is different from the local authority councillors. The response showed however, that there was significantly good relations between governors and headteachers as well as LEAs. The various responsibilities reposed on governors, heads and LEAs as outlined in the Article of Government (Coventry 1988), demands for good relationships and partnership in discharging these responsibilities.

It is not uncommon however, to find a head falling out with the governors as presented by Baker (1987), where heads were found to have resigned because they could not go along with some governors. Baker has cited three heads, each of whom had fallen out with their governors, which led to the heads' leaving the service prematurely. He further highlighted that all three heads were experienced with an average of 16 years in the job; one resigned, another took early retirement and the other was removed to another job by a discreet political manoeuvre (Baker 1987). Sometimes, power struggles can arise, particularly now that governors are given increased power. There are definitely areas of conflicts between governors and LEA particularly in the area of exclusion. Is this to be the responsibility of governors or LEAs? A point raised by Anne Holt in her address to the half-day conference. Such areas also exist between heads and governors. Baker (1987) has pointed out that:

Some governors inspired by what they see as a need for greater accountability, are engaging in a power struggle with headteachers. And some of them, it seems, want nothing less than his or her removal - the head on a platter, if you like. (Baker, 1987, p.25).

Such bad relationships are not widespread as shown from the responses. But as was pointed out by Sallis (1987), if governors are to be a strength to the school they must work in harmony as good partners and build good relationships and partnership with heads and their staff as well as the LEA. Good relationships will bring about acceptance.

While 66.7 per cent showed acceptance by heads and the LEA, 81.8 per cent responded that the LEA does not always implement governors recommendations. Only 18.2 per cent said

the LEA implements their recommendations. Although LEA representatives are normally always on the board meetings, as witnessed by the researcher at three meetings of governors in two schools. There should not have been problems in implementing the governors recommendations. According to Bullivant (1981) however, a resolution from a Board would in the first instance, go to a sub-committee of the Education Committee, via the office of the Authority, and these stages continue. If this is the case, it is not always feasible for all recommendations to be implemented. Sallis (1987), has hinted in one of her answers to "More questions Governors Ask" that in at least one LEA all governors' resolutions are automatically circulated for education committee meetings. This shows that the resolution will have to be debated upon before being accepted and implemented. From the Table 7.7, a total of eleven parent governors responded to item 17, out of 12 parent governors. The 12 parent governors came from ten schools, of these ten, the responses of NO came from 9 schools, which showed the extent to which governors recommendations are not always implemented by the local authority. Implementation could be done but not always as put forward in the question.

Parent Governor Elections.

It has been shown in Table 7.2, that 8 out of 12 governors campaigned to be elected by parents to be parent governors. In Table 7.8 the views of parents on the election of parent governor is presented. The standard deviation and variance presented in the table showed very close scores of either positive or negative responses. The variance of item 3, 4 and 5 are 0.068, 0.065 and 0.053 respectively which are all very small. Item 1 has a variance of 0.180 slightly higher than those of items 3, 4 and 5, but showed also close scores.

Table 7.8 Parents' views on Election of Parent Governors

ITEM	RESPONSE			
	YES	NO	SD	VAR
1. Have you been informed as parent of the election of parent governors?	34 77.3%	10 22.7%	0.424	0.180
3. Are the places for parent governors open to all parents who are interested?	39 92.9%	3 7.1%	0.261	0.068
4. Have you ever been nominated to stand for the election of parent governor?	3 6.8%	41 93.2%	0.255	0.065
5. Who normally elects the parents to be members of the schools' governing bodies?	37 94.9%	1 2.6%	0.229	0.053

The responses presented in the table above, show that parents are more aware and informed about parent governors elections, and that every parent is suitable for election. Over seventy-seven per cent (77.3) of parents said they had been informed as parents, of the election of parent governors, only 22.7 per cent said they had not been informed; one parent did not respond to this item. In all the survey schools visited by the researcher, there was evidence that showed that schools tried to give information to parents, particularly at the time of the 1986 Education Act. Leaflets were sent out to parents and were also available from the reception, so that any parent (or even non-parent) could obtain a copy. In one of the schools' governors' meeting, which the researcher attended, a specific programme was set up for the election of parent governors which was approved by the governors. The following timetable was presented and approved.

Parent Governor Election Timetable

June 6th:	Explanation and nomination papers go home to all pupils
June 17th:	Closing date for nominations
June 21st:	Voting papers (if required) sent home
June 22nd-June 28th:	Voting takes place
June 29th:Count:	Result made available to parents.

In the other primary school, notice of election of parent governors was sent to all parents with the list of nominees to be elected. The notice was accompanied with ballot papers sent out on the 20th of September, 1988, to be returned not later than 3.00 p.m. on Monday 3rd October 1988. There were five parents for four places. Detailed instructions were given in the notice for parents' guidance on the election. However, in another school, there were not enough parents to warrant any election at all. The school had to request some parents to be nominated for the post. Efforts were made by schools to get parents informed. Since schools inform parents mostly through the pupils, there was the possibility that some of the information did not reach home, some parents may not have been informed therefore. Other methods of communication could include sending letters by post, advertising in the local press and radios, special parents evenings, school news bulletins and parent notice boards, as seen in some schools.

The vacancies for parent governors to be filled in, by parents who were interested received a positive response. Of the 42 parents who responded, 92.9 per cent accepted that the vacancies for parent governors were open to any parent who was interested and only 7.1 per cent who felt, it was not so. This group possibly fall into those who seemed not to be informed of the election of parent governors. The leaflets sent out by the DES, through schools, i.e. "Shouldn't you become a school governor?" and "School Governors: A New Role" (DES, 1988) are clear indication that parents are now properly informed of their role and participation in governing bodies. It has also been specifically stated that

"No special qualifications are needed. What matters is common sense and an interest in the school. All governors are informed about their responsibilities. Training is available". DES (1988 unpagged).

The response of parents showed therefore, that the doors are open for any interested parent to become a parent governor, irrespective of ethnic origin, religion or class. The question of whether or not parents had ever been nominated to stand for the election as parent governor, showed a contrast in the open places for interested parents. Sutcliffe (1988), has reported that in more than one in three schools, the turn out for parent governors election was less than 25 per cent, and that more than four out of 10 schools did not hold an election because there were not enough parents to stand as candidates. This is not because there were no parents, but because parents considered their time, and interests and the voluntary nature of the work which may from time to time require them to put their hands in their pockets to contribute towards their work instead of being paid some allowances. Governors' responsibilities and powers have been increased (Earley 1988), but without corresponding allowance in their time to spare and financial benefits. With such a situation, Earley (1988), pointed out that:

"With the envisaged new role of governors it was thought that many individuals would be reluctant to volunteer their services or to continue serving on governing bodies" (Earley, 1988 p 64)

This is what happened in June through to October 1988 where many schools could not get enough parents to stand for parent governor election. However, in parents' responses to item 4 from Table 7.8, 93.2 per cent said they had never been nominated to stand for election, while 6.8 per cent said they had been nominated. It is not common however for the majority of parents to be nominated, particularly at a time when every school had only two parent governors. Vacancies were limited, so also were nominations. With the 1986 Education Act where there could be a maximum of five parents and minimum of two, the likelihood of more parent nominees standing for the election is increased. For example in one of the primary schools in this study, there were seven (7) parents who were nominated for four vacancies. This situation was not common however, as already reported from various parts of the country. Parents from their response to question 5 (see Table 7.8) knew who normally elected parent governors but the decision on whether to stand for election or to vote was the problem. There were 39 parents who responded and 94.7 per cent knew that, it was parents

of registered pupils of the school that did the election. Only 2.6 per cent said it was LEA and school, respectively. These seemed to be the parents were not aware of the events in their child's school. Section 15(6) clearly stated that:

Where a vacancy for a parent governor of any county, voluntary or maintained special school is required to be filled by election, it shall be the duty of the appropriate authority to take such steps as are reasonably practicable to secure that every person who is known to them to be a parent of a registered pupil at the school is -

- a) informed of the vacancy and that it is required to be filled by election.*
- b) informed that he is entitled to stand as a candidate, and vote, at the election; and*
- c) given an opportunity to do so.*

(1986 Education Act, p.18 & 19).

The implementation of the 1986 Education Act by the LEAs and Schools makes parents more aware of their functions as parents and how to become a parent governor in the schools which their children attend.

Table 7.9 Parents' Views about their links with Parent Governors:

ITEM	RESPONSES			
	YES	NO	SD	VAR
7.Do you know who are your parent governors?	20 44.4%	25 55.6%	0.503	0.253
8.Are there any arrangements for you as a parent to communicate easily with your governors?	20 48.8%	21 51.2%	0.506	0.256

In the table above, item 7 received 100 per cent response, i.e. all the 45 parents in the sample responded. The response has however showed a division of opinion as to knowing the parent governors by parents. Over fifty-five per cent (55.6) did not know the parent governors they were supposed to have elected, while 44.4 percent knew who were their parent governors. Item 8 received a response from 41 parents, 57.2 per cent said there were no arrangement for

them to communicate with parent governors while here again 48.8 per cent, the same number as in item 7, said there were such arrangements. In both cases, there is a great deal to be overcome by parent governors. The 1986 Education Act has brought in the easiest method of communication for parents to get to know their parent governors, and that is the parent annual general meeting, which all parents are supposed to attend. During the first year of this Act, this has not proved to be so, since there was evidence of poor attendance by parents. NFER, in its research on Governors' Report and Annual Parents' Meetings reported a generally low attendance, and concluded that the overall first round of the annual parent meeting was judged to be a failure, particularly in meeting the aims of increasing parental influence in schools (Earley 1988). Several reasons for the poor attendance have been advanced, but the most common reasons were suggested to be:

1. the general apathy of parents
2. parents unsure as to the purpose and importance of the meeting or unhappy with its formality
3. parents were happy with the schools and their governors, hence could not see the need for the meeting.

However, Kelly (1988), in his report on the Governors' Annual Report and Parents' Meeting from the National Association of Governors and Managers (NAGM)'s viewpoint hoped that with better communication between governors and parents, attendance at the next meeting in 1989 would improve. When parent governors were asked if they had arrangement for parents to communicate with them however, there was a similar division of response as in item 8 in Table 7.9, 58.3 per cent responded YES and 41.7 per cent responded NO. This confirmed what parents felt about communication with parent governors, i.e. it needed to be strengthened. Sallis (1987), advice to parent governors is that they should always be concerned to ensure that the school communicates fully and effectively with parents and to try to involve as many parents as possible in the school. Sallis further advised that it is important for governors to be present as often as possible at school events which are well-

attended by parents. This will make governors more visible in the life of the school, and thus encourage parents to approach them and to get to know them.

Schools with PTAs find it easier to communicate, but even in those without, as explained by Sallis (1987), schools are willing to let parent governors use the schools' own communication facilities and child post to report to parents with tear-off slips for parents' comments. Other schools encourage parent governors to arrange social evening events, and educational meetings for parents, as witnessed by the researcher in one of the survey schools. In this school, a special meeting was organised by the PTA to discuss educational matters, the New Education Reform Bill in particular then to which both parents and parent governors attended.

In order to communicate and know the parent governors better, Sallis reported that:

"Many schools invite parent governors to wear badges to identify themselves when they attend parents' evenings, to make themselves known and encourage parents to speak to them. Some will go further and make it possible for parent governors to have a time set aside when they are available in the school for consultation. All schools should give parents the names of their governors at every possible opportunity." (Sallis 1987, p.15).

Table 7.10 The views of headteachers about parent governors and governing bodies

ITEM	Percentage Responses		
	% YES	%NO	TOTAL %
1. Does your school have a Board of Governors	100(5)	-	100
3. Do you think governing boards are very necessary for the schools?	100(5)	-	100
4. Do you support the 1986 Education Act in giving parents more places and power on the governing boards?	100(5)	-	100
5. By having equal parent governors as that of the LEA representatives (1986) Education Act) does this really mean an end to the local authority's power in the governing board?	40(2)	60(3)	100
6. Do you encourage your parent governor to receive ideas and suggestions relating to the school to be submitted to the main board?	100(5)	-	100
7. Did you have sufficient numbers of parents who came forward fill the place for parent governors?	80(4)	20(1)	100
8. Do parent governors play any other part in decisions concerning the content and/or organisation of the curriculum?	40(2)	60(3)	100

Table 7.10, shows that all the headteachers responded to all the items of the questionnaire on parent governors. All five schools as does any school in the country, have governing boards and they considered it very necessary to have the boards in their schools. This is not however a matter of opinion to have governing boards, but government legislation. Sallis (1987),

pointed out that the 1980 Education Act, for the first time gave most schools their own governors, and all schools since 1985 have had at least two representatives of parents among their new governors. The 1986 Education Act reinforces the 1980 Education Act placing more parents in the governorship composition. The placement of parents in the governorship and the giving of more power through the 1986 Education Act was also supported by all five headteachers. The question of power is still a debatable issue as to whether parents want power or influence in schools and how much power is really given to parents. If it is assumed that parents have been given the powers, to what extent can parents use the power and do they want to use this power. The headteacher still controls the school and the LEA oversees what goes on in the school particularly in terms of standards. Does power still goes to the parents therefore? This is a question that can be investigated when the new governors have spent at least one year in office, only then will they be able to say whether or not they really have the power which is assumed. Headteachers now accepted however, that school government is a shared responsibility of the LEA, parents, teachers, the school community and in voluntary schools the foundation which initially provided the school (Sallis 1987).

When asked whether having equal parent representatives as that of the LEA would mean an end to the LEA power in the governing bodies, 40 per cent accepted this view while 60 percent said NO. One headteacher commented that in theory it might end the LEA power but in practice, it would "depend on the balance of coopted members". This means that if co-option is pro-LEA then the LEA will still retain its powers. If on the other hand, the coopted members take side with the parent governors and probably with teacher governors, who may share common objectives with parents because of the children, then the LEA may not have much power in making decisions at the board meetings. In one of the sample schools, there are five coopted governors of whom two are parents, making parents governors to be six in number although four are elected by parents, the two others may however, share common objectives with the other four parent governors. The headteacher pointed out that after co-option the LEA still had only four, which shows that the parents may out vote the LEA representatives when it comes to democratic voting on any issue on the board. This does not

restrict the LEA power however, since almost all recommendations still have to go to the LEA for final approval. Parent Governors felt however, that their equal representation might mean a balance of power as was analysed earlier in this chapter. Headteachers can really weigh up the situation and see the difference when the 1986 Education Act on parent governors and the whole governing boards goes into full operation as from September, 1988.

It was explained earlier that some heads encourage parent governors to make themselves available to parents and communicate with them. In this study, all the headteachers, accepted that they encouraged their parent governors to receive ideas and suggestions relating to the school to be submitted to the main board. It was made clear by Sallis (1985), however, that parent governors are not parent delegates at meetings, but it is generally agreed that they will act as a link between parents, the school and governors. By receiving ideas from other parents however, their role as a link between themselves, and the school will be enhanced. Although 80 per cent of heads said they had sufficient numbers of parents who came forward to fill the places for parent governors, one of the headteachers added that he "would have welcomed more". All the three secondary schools in the survey will have the maximum of five parent governors each by 1st September 1988. This is because their respective pupil population falls within the categories outlined in the 1986 Education Act (Section 3(5)). The two primary schools will have four parent governors each as they fall within the population of 299-599 (Section 3(4)). The need for more parents to come forward is therefore necessary, although this will depend on the schools' publicity for parents.

The question of curriculum has been one of the areas of concern about the concept of parental involvement in schools. The 1986 Education Act, however brought in governors to participate fully in the curriculum matters (Section 17), all be it with the headteacher's authority. Parent governors' participation at present in the decisions concerning the content and/or organisation of the curriculum received a divided response from the headteachers. Of the five headteachers 60 per cent said parent governors, at the time of the survey, did not play any part in decisions concerning the curriculum while 40 per cent said parent governors

played some part in the decisions. The varied opinion on parent governors' participation in the curricular matters will soon change when, according to Sallis (1988), governors assume their full responsibilities under the 1986 Act - Sections 17 and 18, (1988-89 for county schools and 1989-90 for voluntary schools). The article of government for schools in Coventry has already stated the duties and responsibilities of governors regarding curriculum matters (Coventry City Council, 1988 section 3). In this section, the duties of the head teacher have also been specified, (see Appendix B). The role of parents and parent governors is now more pronounced than ever. The question of partnership and cooperation is also greater, since parents by legislation are now to be more involved in the affairs of schools. A good welcome by schools will facilitate and enhance the relationship between parents and schools, thus enhancing the educational achievement of children. Naybour, (1985), pointed out even before the 1986 Education Act, that a parent governor has a responsibility to be familiar with his/her school and to have an oversight of the curriculum. He or she should also attempt to increase the knowledge of all parents of the aims and objectives of the school, thereby helping parents to take informed decisions in the best interest of their child.

Conclusion

The role of parent governors which has been reinforced by the 1986 Education Act goes right into the whole life of the school. He/she has more interest in the school than most governors, because of his/her child. The concluding remark by Naybour (1985), in her paper on the 'Concepts of the Role of Parent Governors' is very relevant to this chapter, where she stated that:

"I cannot emphasise enough my belief that by developing a real and effective partnership between home and school by elected parent governors striving through a home school association to involve all parents, by parents and teachers coming to understand more clearly their different and complementary roles in the education of our children, we can proceed together into the 1990's accepting the changes and difficulties that lie ahead because we recognise that the sound and imaginative education of our children is the greatest investment that the nation can make, for our children and Our Future" (Naybour, 1985, p 14).

The changes have already come, and headteachers as well as teachers have to adapt to the changes particularly as legislated in the 1986 Education Act and the 1988 Education Reform Act.

The results of the various analysis and discussions in this chapter answered the question put forward at the beginning of this chapter on the significant roles played by parent governors in the day-to-day life of schools. The result has shown that parent governors have very significant roles in the school community, the education system and the needs of the school and the children in it. The 1986 Education Act confirmed the significant role of parents and parent governors in the management of schools in England and Wales. Teachers and heads have to prepare for the changes which are inevitable; inevitable because the central theme on parental involvement in schools today is on the roles, powers and responsibilities of parent governors which heads and teachers now have to live with. Since the 1980 Education Act and subsequent acts up to the 1988 Education Reform Act, attention has been on parents and parent governors. Parent governors' recent position in relation to schools, LEAs, parents, community, school staff, religious organisations and the central government as stipulated in the Education Act of 1986 and outlined in the Article and Instrument of Government shows that teachers and headteachers have some readjustment to make in their school management and attitudes to parental roles and responsibilities. The much talked about parental power and responsibilities has in addition made changes in the way teachers may relate to parents and parent governors. School authorities feel that their management authority is being threatened since governors have to be involved almost fully in all that the school does. Parent governors in particular, have more vested interest in the school than any other governor because of their children. They will therefore likely be more involved in school life for the sake of their children, since the primary aim of most parent governors is to support and develop the work of the school. Furthermore, parent governors are elected and hence, feel more like a representative of the whole parent body in their constituency, i.e. school, although they are not considered as parent representatives. They are not there because they are experts, but to put forward the concerns and insights of ordinary people like themselves to

the professionals, who, however skilled cannot do the job without the informed support of the home for the child, the community for the school and the public for the whole service. In fact governors whether parents or not are simultaneously both lay people and authority figures, which neither head nor governors find it easy to cope with.

The equal representation of parent on the governing board as the LEA representatives also poses a threat to the LEA in terms of the democratic right on voting on any decision on the governing board. However, headteachers will prefer governors to be more supportive to the school than anything else. The central concern now for school authorities, LEAs and even the parents themselves is the question of the assumed power and responsibilities vested in the governors. The power is however given to the governors collectively and not individually, therefore, an individual governor be he/she parent, LEA representative, teacher or coopted member, can not exercise his/her power alone. Governors, therefore, according to Brigley and Taylor (1988), see that they are given more and more powers and responsibilities, yet they continue to feel helpless and ineffectual as governors. Brigley and Taylor (1988), also reported the case of a parent who said that governors are being vested with responsibilities without power and without the means to be effective. Whatever the amount of power given to governors, the LEA and the heads still have the authority to take decisions without necessarily consulting the governors. The reverse is not the case. Lowe, (1988), has pointed out the fact that the LEA or the head can take steps as a matter of urgency without consulting the governors. Therefore, even if governors are said to have been given the powers and responsibilities it should be understood that they are faced with many limitations

While parental involvement is seen as a means of moving away from conflict, towards the integration of educational views and goals held by parents and teachers, the powers and responsibilities given to parents and governors seem to bring new conflicts. Conflicts still exist within the governors themselves as to whether or not they really have powers. This will be understood better as time goes by however, since the experiences gained by their second year in office will tell whether or not power really exists. This topic is worthy of a whole

research project of its own. Justice cannot be given to it therefore in a section of a thesis like this. Phil Woods' research on parent governors which may be due next year may do better justice than what has been done in this study. However, the roles and functions of governors as supporters, partners, being accountable and advisory are stipulated in the 1986 and 1988 Education Acts, and specific responsibilities and duties outlined in the Articles and Instruments of Government as illustrated in Appendix B. This is unlike the roles and functions of PTAs and parents' general involvement which are totally left to discretion of heads and teachers in schools. The aspects of accountability, partnership, supportive and advisory are discussed in chapter 8, where the role and function of PTAs, parents and parent governors are drawn out and related to these aspects. They are supporters of educational policies and objectives, partners in the management of schools, accountable to parents, LEA and the community and advisory in the day-to-day running of schools.

CHAPTER EIGHT

CONCLUSION

In this study, the researcher argued that parental involvement has been of benefit to the child, parents, teachers and the community. It is further argued that parental involvement can basically be divided into two main types: - classroom based and non-classroom based, and that within these, there are over 30 different aspects of parental involvement practices that are carried out in schools. It is also argued that parental involvement whether inside or outside the classroom varies from school to school and from one level of schooling to another, i.e. from primary to secondary school. Parental involvement practices were found to involve very few parents however, inspite of the wide range of activities of schools. In discussing the role, function and contribution of parents in the educational development of their child, the researcher focused on four main topics which were considered to cover the main areas of parental involvement in schools, (see Chapter 4, 5, 6 and 7), these are:

Supplementary Schools - The discussion of this topic is found in Chapter 4. The researcher argued that supplementary schools are seen by ethnic minority parents as a means of providing education for their children in areas that were not catered for in mainstream schools. The aims and objectives of supplementary schools varied however, and it was argued that the variation in objectives depended on the ethnic minority group establishing the school. For example, cultural identity type of supplementary schools were found to be mostly favoured by Asians and other minority group while academic type were mostly favoured by Afro-Caribbeans. This was based on how each group perceived the mainstream schools and the education system, and what their children were getting out of the mainstream schools. The researcher argued for more ethnic minority parental involvement in mainstream schools in order that parents could understand the school better and see how they too could help their children either at home or at school. Until that time however,

supplementary schools are seen as avenues for parental involvement by ethnic minority parents.

PTAs - These are discussed in Chapter 5 which looks at the roles, functions and contribution of PTAs in schools, and the attitudes of teachers and headteachers towards their presence in schools. It was argued that PTAs play a significant role in the day-to-day running of schools, and are seen as supporters and providers of materials and equipment which were normally beyond the schools capitation allowances. Despite the support and material benefit from PTAs some schools still regard them as threatening and as having nothing significant to offer. The impact and influence of PTAs is significant in many schools however.

Parent Participation in and outside the classroom - This topic is discussed in Chapter 6 and argues that although parents are now allowed into the classroom and other non-classroom activities, the numbers of parents involved is few. Within the many areas of parental involvement only a few are really explored by parents. All parental involvement programmes are however, planned and supervised by teachers, hence, teachers decide on who is to be involved, when a parent can be involved how they can be involved. Teachers are cautious of parents in the classroom, while parents are also careful about getting into the professional activities of the teacher. The main idea is mutual partnership and accountability between teachers and parents so that both parties work together for the benefit of the child. The benefit of parents participating in the classroom or outside it is far reaching such that it is not limited to the child alone, though he/she is main objective, but extends to parents, teachers and the community.

Parent Governors - The roles, functions, duties and responsibilities of parent governors were discussed in Chapter 7. Parent governor respondents in the study were those who were operating within the old system of governing bodies, but the

discussion basically reflected the new system established by the 1986 and 1988 Education Acts. This is in terms of the composition, tenure of office, election, power and responsibility. It is accepted by both parents and teachers that governing bodies now have more power and responsibilities, but the power and responsibilities are given to governors collectively, although they have the right to share and delegate some of the power and responsibilities to headteachers or teachers, or even any staff of the school. Partnership and accountability is more pronounced and clearly stated in the Education Acts of 1986 and 1988, where parents and teachers, and teachers and governors now see themselves as allies in the education of the child. It is argued in this chapter however, that governors have now become part of the school management partners and headteachers have to accept and work with them in partnership and be mutually accountable to each other.

As part of this research, teachers and headteachers expressed their views on the roles, functions, and contributions of parents in schools in their different forms. Most teachers and headteachers agreed that parents have prominent role to play in their child's education. Parents, individually or in associations, and in governing bodies have shown that they are allies in the educational process and have invaluable resources that can benefit the child and the school at large. Parents also expressed their views on their involvement in schools, although as has been pointed out, not many parents are really involved, the few that are involved however, showed that their resources are becoming accepted and valued by teachers.

Nature of Parental Involvement

The nature of parental involvement was defined and discussed in Chapter One, although it was found that the term *parental involvement* was better described by its functions in terms of what parents really do in schools and at home for the improvement of their children's education, rather than by a limiting, single definition. This study therefore discussed the functions of parental involvement and its effects on the school and the home as well as the

community. The extent of parental involvement has become a topical issue in educational discussion. The nature of parental involvement has also changed within the last two decades, from *No Parents Beyond this Point* to *Parents are Welcome*, even to the extent of providing parents' rooms in schools. The areas of co-operation are vast, and involvement activities include participating in reading, parents evening, open days, school trips, fund-raising activities, PTA activities and several other activities which are both classroom and non-classroom based. Parents and teachers perceive their co-operation to be invaluable to the progress of the schools and the children within them, hence teachers welcome parents into school and allow them to be involved in several activities, all being under the teachers' supervision. There are some reservation however, where the professional status of teachers and the role of parents in schools is concerned. This applies particularly to classroom activities which involve direct teaching and learning. The changing nature of parental involvement means then that, parents are now involved in *supportive, pedagogic and managerial* roles in schools.

The *supportive* role was considered through the role and functions of the schools' PTAs parent governors, and supplementary schools. PTAs in most cases give their support in terms of money and materials and equipment. They raise funds and purchase materials that are most needed by schools. They also support schools in social activities which help to bring parents and teachers together. Parent governors, while working together with the rest of the governors, support schools in the management and overall running of the schools as well as liaising with the parent body and the community. They support schools in implementing policies from either the Central Government or the LEA. They also help to portray the image of the school to the wider community. Supplementary schools on the other hand, generally support what the mainstream schools are doing in the educational process of the child. While at the same time dealing with areas that are perceived to be neglected in mainstream schools. In all the activities of parents, governors and ethnic minorities the main objective is supporting what the school does.

The *pedagogic* function comes under parent participation in the classroom/curriculum where parents take active roles as teacher aids, assisting in various ways in the classroom. Although parents are not trained as professional teachers, (some may be retired teachers) their contributions in the classroom in hearing children read, in home-economic classes, in art and craft and in libraries has been of benefit to children, teachers and the parents themselves. Some parents, because of teachers' positive attitudes and mutual support between parents and teachers, have developed interest in teaching and hence sought further training to become professional teachers.

The *managerial* role of parents is realised through the governing body. Parents, by the 1986 and 1988 Education Acts are given power and responsibility to be involved in school management decision. Although the headteacher is the chief executive of the school almost every decision that affects the running of the school has to go to the governors, some aspects may be delegated to head however. Management of schools has now become a shared task and partnership is the key word in the management process. The instrument and article of government are the guiding tools for governors and teachers. These outline the responsibilities of governors, duties of headteachers and help to identify those areas which headteachers and the governors should come together.

The study revealed that parents have become partners to reckon with and voices to be heard in those school affairs in which they have their interest (the child). The two education acts strengthened the parents' position in this regard by making the professionals accountable to them through annual parents meeting with the school and the governors. The argument in this study has been that the major justification for this shift in parental involvement in and outside the classroom is that such involvement benefits the child, parents and the teachers. Children's academic achievement was not tested however, but evidence from several studies was referred to, such as Garvey, (1984), Hewison, (1986), Hannon, (1987), Hannon and Jackson, (1987) who have carried out studies on children's reading projects with parental involvement, and found that there are significant measurable reading achievement by

children. However, in this study, as in any study, there are limitations. The limitations of this study are identified in the following section.

Some Limitations of the Study

Research in whatever field and at whatever level, has its limitations, and this study is not an exception. Several limitations need to be highlighted so that anyone who might be interested in this study or in a similar area can avoid such limitations, although he/she will have to face others which will be unique to the situation. The following were found to be limitations to this study.

a) Resources:

Although the resources for the study were just adequate to enable the researcher to carry out the study successfully, more resources would have enabled a larger sample to be used, which may have resulted in wider views and opinions being given. However, although the number of schools and sample of respondents are not large enough, their representative points of view exemplified a wide range of situations and attitudes towards parental involvement. The resources referred to, are mainly finance and transport since the data collection, materials and visits to schools all require money and transport. Visits to individual parents may have been possible if the researcher had access to individual transport.

b) Access to the Schools:

Access to the schools was arranged with the headteachers, particularly those in primary schools. In the secondary schools, arrangement was made through the school secretaries and appointments were booked with the deputy heads. Each school had three deputy heads and each deputy head had specific responsibilities to carry out. It was not therefore easy to obtain full pictures of the schools from the headteacher's point of view since seeing him was administratively difficult. It was only in one of three secondary schools that the researcher was introduced to the headteacher. Although maximum cooperation was received from the deputy heads, the views of the headteachers through face-to-face discussion/interview could

have made some difference. However, their responses to the questionnaire revealed their views. In further research, it may be helpful to meet the headteachers themselves and to examine their roles, especially in relation to governing bodies and parents in some detail.

c) Sampling:

Considering the number of schools in England and Wales and the number of children with their parents, it is not possible for a single researcher to take even one per cent of schools as a sample. Any reasonable number for the purpose of research can be said to be at least enough to give a representative views of parents and teachers however. The views of 45 parents 35 teachers and 12 governors were considered to be reasonable enough for this study in view of the limited resources. The study was carried out when new education acts were being introduced. The 1986 Education Act came into effect as from January 1987 and different sections of it became effective at various stages, for example, the school governing body section came into effect as from 1st September, 1988. The Education Reform Act also came into effect as from July 1988. The study could not go into the wider implication of these Acts, since they need time to be fully implemented and the results seen before any meaningful research can be undertaken. The main limitation relating to the various Acts is the dynamism of education itself, which makes it difficult to be very up-to-date. The up-to-dateness of the study is therefore limited by the continuous development in the educational system. There is therefore, the need for further research in the various aspects of parental involvement in schools.

Areas for Further Research

Parental involvement is such a diverse area that no amount of research can exhaust it. As educationists and researchers delve further, more ideas continue to emerge. It is also a dynamic and topical issue that no research finding can be assumed to be totally up-to-date. Almost every day there is new information and ideas about how parent-teacher relations can be improved in terms of how teachers can involve parents and how parents can feel confident to be involved. Much research has been carried out on aspects of parental involvement.

Certain areas, such as listening to parents, communication with parents, home-visiting, have all been studied (Waite, 1979 - 80, Bastiani, 1983, Price, 1983, and Marra,1985). In this study the areas explored are; PTAs, parent governors, parents in the classroom and supplementary schools, with discussion centering on the roles and responsibilities of PTAs, parent governors, and parents in the classrooms and the contribution of supplementary schools. It was stressed that the child is the main focus of concern. Their views as to whether they welcome their parents into the school for any participation have not been sought, this is because children's views on parental involvement needs to be treated as a topic of research on its own in order to go deeper into its implications. Hence is an important area which needs research in order to complete the picture as far as the relationships and partnership in parental involvement are concerned. Most available resources have not actually examined the views of children, and even those few, such as Garvey (1984), did not go into much detail on children views about their parents' involvement in their education. In view of consideration for children's attitudes to parental involvement, the researcher views it relevant that more research needs to be carried out on such areas as:

- a) Children's perspectives of parental involvement.
- b) The influence of peer groups on school performance in relation to parental involvement.
- c) Parent Governors.

a) Children's perspectives of parental involvement

Children's views are seldom sought on any issue that involve them, least of all on educational decisions in which the teacher knows best and the parent becomes the mouthpiece of the child or the supporter of the teacher by articulating the policies of the school. It will be of value and interest as well as relevant to know how the child sees the existing relationship between parents and teachers which it is proclaimed is for the child's benefit. It has been argued that parental involvement varies from one stage of the child's educational level to another,so too the attitudes of the child vary. The attitudes of primary school children differ from those of secondary schools. While primary school children may like their parents in the

school and in the classroom, secondary school children may prefer their parents to keep away, particularly from the classroom. This needs further research to determine the attitudes of children towards their parents' involvement in schools however. Garvey's (1984) study on whether or not children want parents in school, examined five and seven year olds, and secondary school age children. This provided an introduction, but much more exhaustive study is required since the child is the central focus of parent-teacher relationships. However, the child's association with the outside world continues to broaden as he/she grows older. In the primary school, association is limited to siblings and immediate neighbours, but as the child moves to upper primary to secondary school, association is extended to other children from the catchment areas of the school. They form peer groups and these groups have their influence on the child's educational progress.

b) The influence of peer groups

While parents and teachers as well as the community at large exert their influence on the child, peer groups influence can not be ignored. This is more pronounced in the secondary schools when children seek social relationships outside the home. Peer group influence has a significant role to play in the educational, social and moral development of the child. The peer group is a group that can influence a child to a great extent. The group could be formal or informal. Children's behaviour is substantially conditioned by influences emanating from among others, i.e. the peer groups in the locality. This influence can affect the child either positively or negatively, depending on the type of peer groups the child finds him/herself with. While parental involvement is mainly in the school, the peer group influence runs out of school and can not be easily controlled by either the school or the home. To what extent does peer group influence conflict with the school and the home, and agree with what goes on in the school need to be explored in order to understand how it works and how parents and teachers can make the best use of peer groups for better school performance. The influence of peer groups cannot be overlooked by governors in their dealings with school discipline, since peer group activities can very much affect the tone of a school. Governors, should

therefore, view peer groups with concern and explore how best they can be turned into useful groups within the schools so as to exert a positive influence.

c) Parent Governors

Although this study has examined the roles, duties and responsibilities of governors, it has not been exhaustive enough in looking at these roles, duties and responsibilities in relation to the 1986 and 1988 Education Acts. The study was written when the new governors were yet to be fully involved with their new roles, duties and responsibilities. Recent publications still consider governors as just starting and struggling to come to terms with the new Education Acts. Bullivant, (1988), Maclure, (1988), Tipton, (1989) and the constant work of Sallis in the TES (1986 - 1989) as well as School Governor Magazine are all trying to see that governors are really prepared for the new roles, duties and responsibilities vested on them by the 1986 and 1988 Education Acts. Phil Woods, the General Manager for NCPTA, is currently conducting a research on the functions of parent governors which may provide further insight into the roles and functions of parent governors since by 1990 governors will have had a real test of their roles, power and functions. Parental involvement as a parent governor is only one of several processes that exist which enable parents to participate to a greater degree in the life of their children's schools. The boundaries of participation are set in the 1986 and 1988 Education Acts and in the Articles and Instrument of Government. Involvement as parent governors is limited to a very few elected parents, hence , not many parents get involved in this. On the other hand, the PTA is probably the one with which most parents have an involvement since it is not restricted to any number of parents. Boundaries are set by both parents themselves and teachers.

Parent-Teacher Associations

It has been found in the study that not all schools accept and welcome the idea of PTAs, and that not all teachers and parents belong to PTAs. However, between 1975 and 1987 the NCPTA grew from 1,045 to 5,800 local associations, representing some 5 million parents and nearly 200,000 teachers (Edwards and Redfern 1988). It is continuing to grow at around 10

per cent a year. This is because the NCPTA itself is making effort to enlighten schools and parents on the significant roles of PTAs. Furthermore, teachers seem to be more aware of what contributions PTAs are making which helps to bring more understanding between home and school. Because the NCPTA promotes partnership between home and school; children, parents and teachers; parents, LEAs and other interested bodies, it encourages both parents and teachers to feel the need for a school PTA and seeks to enable parents to give help and support to their children as well as caring about all children regardless of age and ability. However, parents' individual focus is their known child irrespective of whether or not they are in associations, in governing bodies or individually. The NCPTA has emphasised that *it is growing fast in size and influence* however. With the growing awareness of parents' roles and responsibilities and what PTAs are offering to schools particularly in financial and material terms, it is expected that more schools will be encouraged to establish PTAs. In some schools, membership of PTA is made automatic for all parents when their child is admitted to the school, while teachers have only their representatives. Although in most PTAs it is expected that parents and teachers would come together to discuss issues relating to the school, the membership is normally dominated by the parents. This is due, to the fact that the number of parents outnumbers the teachers, and teacher choice. Regardless of the number of parents the decision on what is to be done in schools is influenced by the teachers and the headteachers, since they are the ones to implement any decision within the school - professionalism. Therefore their views on parental involvement are crucial to how and to what extent parents become involved in schools. Teachers and headteachers expressed their views in response to the role of PTAs an analysis of which is contained in Chapter 5. The researcher, in the following sections highlighted some of the views expressed.

a) Headteachers' and Teachers' Views About PTAs.

Headteachers' and teachers' views expressed in this study suggest that PTAs have very significant roles and functions to play in the daily life of schools. PTAs have been found to have contributed tremendously in providing finances and materials which are considered essential for the running of the schools and the benefit of the child. It has been argued on

several occasions that PTAs are run by a very small, articulate groups of parents, or that they fall into the control of a small caucus of determined parents (Edwards and Redfern 1988), this study did not find evidence of such a situation in the schools surveyed. This was confirmed by the teachers' and headteachers' views about the PTAs in their schools. It was also found that PTAs do not try to exert undue influence on any school programme. The role of PTA in the school curriculum was nevertheless found to be contentious. The opinion of teachers was divided as to whether PTAs should have a say in what goes on in the school or not. Teachers accepted that parents should have a say in the school programme but not through PTAs (see Chapter 5 on PTAs). This is because some teachers view PTAs as a small group of people who may not really be representative of all parents. In this case, if PTAs are to be avenues through which parents should have a say in schools, then some parents may tend to have more say than others, and many more may not even say anything. Teachers would appear to want every parent to have a say in the school but not through any association such as the PTA. PTAs were however, seen as a promising means of involving parents in the life of schools. This is because both sides of the educational partnership are able to meet socially as individuals rather than in their roles as parents and teachers (Edwards and Redfern 1988).

The PTA is however by no means a new development. It is the largest parents organisation involving teachers themselves who are professionally concerned with the education of the child and the school. It is almost certainly the oldest form of voluntary organisation supporting the school. It is an organisation that is widely spread nationally and internationally, from the developed to the developing nations. In the developing countries such as in Nigeria, it is the major avenue of parental involvement in schools, where all parents of registered children of a school become PTA members. Parents may or may not visit the school for the whole period of the child's school but may continually pay PTA dues for such a period when the child is in school. Parents become involved in the school either directly by attending PTA meetings and sharing discussions or indirectly by paying the dues and other sources of support such as buying uniform, providing stationary and textbooks,

providing transport money and other essentials for the child therefore. While in some developed countries such as the UK, USA and the countries of the European Commission the PTA has gained national recognition through national bodies such as the NCPTA. It is however only one of many aspects of parental involvement in schools.

b) Parents' Views About PTAs.

There were 45 parents respondents in the study out of which 32 were members of PTAs in their respective schools. This showed that not all parents are members of PTAs. In some schools parents become members automatically when their child is admitted to the schools. Here the parents may not feel obliged to become active as members although when it comes to certain PTA activities the parent may get involved. Parents regard that fund-raising as one of the main functions of PTAs, although in the study it was found that not many parents got involved in this. However, the general view of parents illustrated the supportive role of parents through PTAs to schools. It was stated that PTAs help to link parents and schools and that PTAs can be beneficial to parents in understanding education system and policies with the school. This is normally done through organised discussions and talks by the PTA committee. While parents are involved in school activities through PTAs, individually they are found to be involved in the classroom contributing in various capacities.

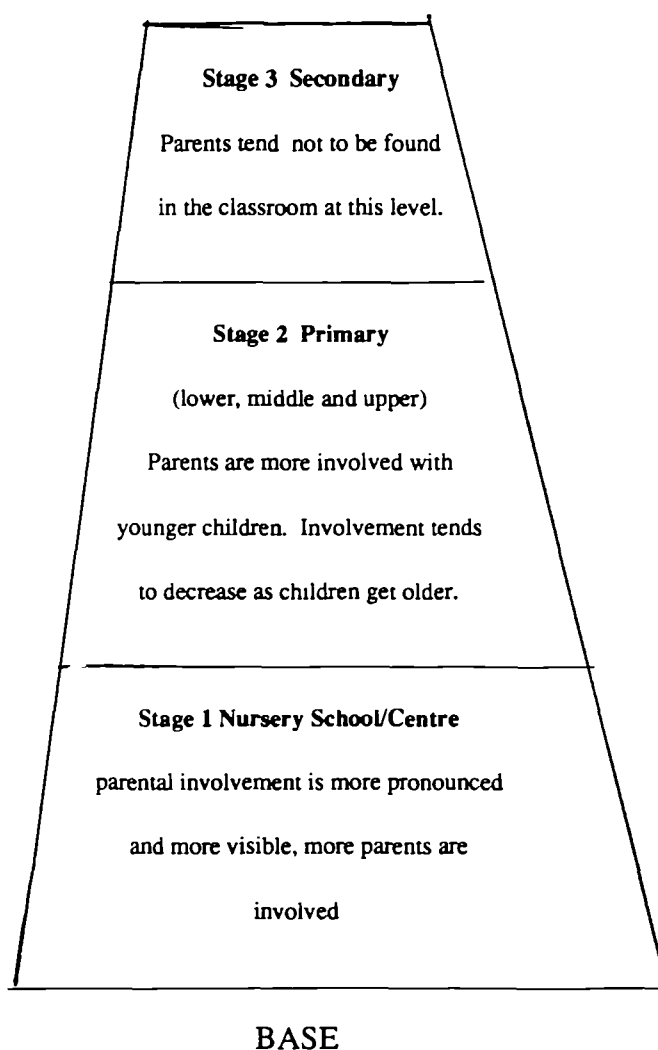
Parental Participation in the Classroom.

Parent participation in the classroom and the curriculum is no longer an unfamiliar sight in schools in England and Wales. Evidence in Chapter 6 from this study reveals that parents are now welcome and happily involved in various classroom activities. However, it is only a few interested and willing parents that are really involved, and particularly those allowed by the teacher. The actual involvement of parents in the classroom is really controlled by the teacher. The teacher chooses the parent with whom to work and determine what areas the parent may handle and strictly under supervision. Parents are not therefore left alone in the classroom to do what they like, but even when such situations arise, it must have been properly planned before hand. However, the researcher in his observation of parents in the

classroom did not see where parents were left on their own in the classroom, but were working together with the teachers. Parents have been involved in activities such as hearing children read, art and craft, home - economics, in the libraries, games, taking children out on trips and several other activities. Headteachers' and teachers' views showed quite significant consensus in allowing parents to participate in school programmes and contribute their quota to the development of their child and the schools. However there are still some areas that parents are not fully allowed to be involved in, particularly at certain stages of the primary schools, i.e. the upper primary section. This is due partly to some teachers' attitudes towards parental involvement and partly to the age of the children at which they tend to require some independence from their parents. Similarly parents have not been able fully to explore the areas that are open to them.

Parental Involvement in schools tends not to be constant throughout the child's education. Figure 23 in this section, shows how parental involvement changes as the child grows older. Evidence from the researcher's visits to nursery centres, primary schools and secondary schools both within and outside the sample schools showed that parental participation was more common and seen as more important in the nursery and primary schools than in secondary schools, particularly in classroom activities, such as in reading projects, art and craft, home economics and in the libraries. Participation in the nursery centres is most common, because the mother-child relationship is much more stronger than in the primary school. Parents themselves from the sample (27 out of 29) agreed that they felt more confident in primary than in secondary schools. The reasons for this varied from the complexities in administrative set up to variations in subjects which are more specialised than in the primary schools. Even in the primary schools, not all teachers accept parents in their classrooms. This was pointed out by one of the teachers in this survey who had a parent working with her, that in her school some teachers abhor parents being in their classrooms for any reason. Parental involvement therefore tends to dwindle as children progress through primary and in to secondary school as illustrated in Figure 23, showing the stages of parental involvement from nursery to secondary schools.

As the child moves from one stage of schooling to another, the extent of parental involvement tends to reduce. In Stage 1, which is taken to be the beginning of contact between parents and school, parents are more likely to be found in the school and even in the classroom. The child is just learning to be away from home but not completely from parents. Most parents particularly mothers, see this as a duty to take the child to school and sometimes stay for a while before going back home and later at the end of the day to go and collect the child. In Stage 2, there is parental involvement on a large scale, but it decreases once the child moves from lower to upper classes. Parents still tend to be more involved with the younger children than with the older ones. As children grow older, they need some independence, hence, they do not want parents around them all the time. Stage 3 brings the involvement of parents within the school to a minimum. Parents tend not to be found in the classroom. Involvement is mostly non-classroom based and even out-of school, it may only manifest itself through providing moral and financial support, help with and encouragement to complete homework and attending parents' meetings, open evenings, school functions, as parent governors and PTAs.

Figure 2.2 Stages in Parental Involvement from Nursery to Secondary School.

All the five headteachers and 31 out of 35 teachers agreed that parent participation in schools and in their children's education enhanced the quality of life in the school as well as the neighbourhood. The benefit of parental participation was not a measurable item in this study, but the evidence revealed by the headteachers and teachers as well as parents. The findings of Hannon and Jackson, (1987), Ready, (1988), Edwards and Redfern, (1988), for example showed that benefits were derived, and that home-school relationship improved. Kelly (1988), has pointed out that the common and most important element of success in the best schools was not how much money the LEA or the school had, or how affluent the neighbourhood. The most important ingredient to success in schools was parental

involvement. The evidence in this study and in other related work, suggests therefore that when parents show interest and get involved in one way or another, in the education of their children, the school is far more likely to succeed. The opportunity for parental involvement has, more recently been extended by increasing the involvement of parents in governing bodies of schools brought about by the 1986 and 1988 Education Acts.

Roles and Function of Parent Governors.

Governing bodies are not new in the educational system of England and Wales. They date back to early Christian schools which were established with such bodies; but the concept of parent governor is a relatively new development however. Until recently, i.e. before the 1980 Education Act, only a small number of school governing bodies made provision for parent representatives. The 1980 Education Act made brought the election of parents to the governing body a statutory requirement, each school is required to have at least two parents on the governing body. The 1986 Education Act however further strengthened the position of parents by greatly increasing their number on the governing bodies. Parent governors therefore became very significant in school governance and had special functions and roles to play in the life of schools in England and Wales. While parent governors have been increased by number, the duties, responsibilities and powers have also been increased, making governors more involved in the real work of the school, in influencing or even planning the process of teaching and learning and controlling the allocation of resources in the schools than before. The 1988 Education Act gives governors more responsibility for the National Curriculum, the management of schools, staff employment and dismissal, local financial management and the overall affairs of the schools.

The articles and instrument of government as outlined in Appendix B, give the detailed and specific duties and responsibilities of governors, headteachers, the LEA and the Central Government. The functions and roles regarding the curriculum, finances, employment and dismissal of staff and all that governors should perform are outlined in the article of government, which make governors more involved in management of schools than used to be

the case before the 1986 and 1988 Education Acts. School governors have emerged with much more power and more responsibilities as well as more demanding duties. While the 1986 Education Act is the master document so far as school governing bodies are concerned, the 1988 Education Reform Act modified the 1986 provisions by greatly increasing the responsibilities of governors and the range of tasks entrusted to them. In order to understand the position of governing bodies in the education system of England and Wales therefore, the 1986 and the 1988 Acts have to be read together concurrently.

a) Powers and Responsibilities

This study has explored the functions and responsibilities of the parent governors in relation to the schools and the parent body as well as the community and the LEA. The 1986 Education Act bestowed more power and responsibilities on the parent governors. As from 1 September, 1988 the election of parent governors and their full responsibility came into effect as stipulated in the 1986 Education Act. Parent representation on the governing body rose from as least as two, to a maximum of five per school. Representation became equal in number to that of LEA. The total number of governors per school also range between nine in the smallest school with 99 or fewer pupils on roll to a maximum of 19 in the largest school of 600 or more pupils.

The collective responsibility for the school management lies between the headteacher and his/her teachers and the school governors. The processes of the school management should be continuous and natural, as pointed out by Bell (1988) and should involve the whole staff, as well as parents, governors, and the community. Over the years parent governors have come from all walks of life and have represented a cross-section of the school community in social if not in racial terms (Edwards and Redfern 1988). According to the 1986 Act the composition of the school governors should include teachers, parents, LEA representatives, coopted members and the headteacher if he/she chooses. If the headteacher chooses to be a governor, then he/she has two hats to wear. First as the head of the school where he/she will be expected to give reports and any other information on the school to the governors and

secondly having the right to vote on and participate full in all decision making. If he/she chooses not to be a governor then he/she cannot enjoy these rights, although he/she retains the right to be an observer which means he/she is not bound by any decision affecting the school and can only contribute when invited to do so. He/she may have room to blame the governors for any flaw in whatever decision is reached. Out of the five schools in this survey only one headteacher opted out of being a governor.

Although parent governors and LEA governors are now equal in number, which is thought to provide a balance of power, this balance is in name only. In practice many LEAs still control the school and take the final decision on whatever the governors might have resolved. All the groups of governors have the right to their opinions which can alter the assumed balance of power for parents. If, for example, the co-opted and teacher governors give their support to the parents then the parent governors may have more power on the board, but if on the other hand they give their support to the LEA governors then the balance is also disturbed. While the number of governors may count in a democratic voting when it comes to passing resolutions, if the parent governors are able to influence the co-opted governors and the teacher governors they can outvote the LEA representatives. On the other hand, the LEA may exert more influence on the co-opted governors if they are involved directly in co-opting them. Although parents see their equal representation on the governing bodies in terms of number the aspect of influence cannot be ignored. Individually and collectively each governor has certain influence; politically, socially, morally and through the status of governors which can affect the balance of power and the decision which are made.

However, the ideal situation for the success of the governors is to develop mutual understanding and co-operation rather than the use of any particular power base. All decisions reached should be to the benefit of the school and the children as well as the community which the governors serve. Parent governors from their responses in the study agreed however, that the equal representation of members is a good balance of power between them and the LEA representatives. However the final decision on most matters at

the governors' meeting is still to be carried out by the LEA. Similarly, the LEA may have influence on the choice of the co-opted governors as is already the case in several LEAs (Weston, 1988). Hence, the ratio of parent governors to that of LEA will be unbalanced if they identify the co-opted governors. The question of balance of power is therefore a debatable issue. Further research which may explore the practical aspect of this power by governors in their performance of duties and responsibilities in schools may reveal the extent of the balance in the proclaimed power. Additional power and responsibilities have not resulted in more parents volunteering to stand for election as parent governors. There are schools where there were more parents than the places and there were also those where parents could not be found to fill the vacancies. Where there were more parents than the places, then elections had to be held but it is likely, as the role of governors become more demanding, that those parents with other major commitments will not be willing to act as school governors.

Recent reports and evidence revealed that parents seemed not to be very interested in coming forward for parent governor election either to elect or to be elected, despite the fact that governing bodies now have more powers in the management of schools. Lightfoot, (1988), and Hubbard, (1988), reported that schools are now pleading with parents to take up the governorship responsibility. Lightfoot, further revealed that in Rotherham, in South Yorkshire, four schools could not find the legally required numbers. Similarly, in Kent, a large number of schools could not fill their quota. Similar situations were found in Sheffield where some of the big comprehensive schools had major problems finding enough people willing to volunteer for office as governors. In Coventry, the experience of schools in this study varied, PSA had up to seven parents for four places, and in PSB there were enough parents that warranted election. In SSA they could not find enough parents so they had to nominate a parent to fill the place. The responsibility, function and powers were very limited therefore, compared with those now entrusted to governors. The actual powers reposed on governors by the 1986 Act have not been fully explored in this study since within the period

of the study, the 1986 Act for governors and parent governors has still to be fully operative. Implementation is still at the early stages.

b) Devolution of Powers and Responsibilities

The fundamental idea in school management is *sharing*. The school authority is to be shared, where there will be some devolution of responsibilities. Bell has pointed out that:

"Indeed it can be argued that if the school is to be managed effectively, for the maximization of staff expertise to ensure the optimum long term benefit for all the children, then such sharing is a necessity" (Bell 1988, p 121).

This sharing of responsibility and authority can not work without cooperation and good relationship among all parties. Sharing responsibilities and power does not affect the balance of power between parent governors and LEA member however. School governing bodies can delegate certain power and responsibility to either the headteacher, teacher or any of the staff members; furthermore they can form committees for the effective discharge of their responsibilities. Therefore, even if there is a balance of power, certain responsibilities may have to be delegated and shared among members of the governing body since the governors cannot always be in the school any time of the day. In fact, the government has now realised that the power and responsibility cannot be easily handled by the limited number of governors, hence, suggests that the work of the governors may soon be divided among smaller sub-committees, but leaving the appointments of heads and deputy heads and consideration of pupils exclusion and staff dismissal for the full governors' meetings (Doe, 1989). Presently, as the law stands, governors may only delegate two of their functions. They can delegate financial expenditure and appointment, other than of heads or deputy heads into the hands of the head and/or one or more governors.

The new proposal suggest that sub-committees will be allowed to make decisions in view of the greatly increased powers and responsibilities of governors which make it impracticable for all decisions to be taken by the governing bodies (Doe, 1989). However, any decision to delegate powers, must be agreed by a meeting attended by three-quarters of the governors.

Certain key policy decisions would remain with the governing bodies however. These key policy decisions include:

- the selection of deputies.
- governor co-options and appointment.
- appeals against dismissal.
- governor policies on curriculum.
- discipline.
- admissions and charges.
- approval of annual report.

Governors, and particularly parent governors, have the responsibility of relating to the school, the PTA where one exists, the LEA, and the parent body, having in mind the child as the centre of concern. It was found however, that not all the survey schools encourage parent governors to arrange some educational meetings and social events for parents. About 75 per cent of parent governors felt that the schools were not doing enough in this area.

One of the basic areas of concern for parent governors is training. It was found in this study as discussed in Chapter 7, that some sorts of training have been attended by some parent governors, but all parent governors in the study welcomed courses and seminars. The 1986 Act has however stressed the need for training and put this responsibility on the LEAs. Parent governors have formed associations and initiated such training programmes at their own expenses. Several organisations and institutions other than the LEAs such as the National Association of Governors and Managers (NAGM), Workers' Educational Associations (WEA), Open University, National Consumer Council, Advisory Centre for Education (ACE), Some University Education and Extra-mural departments and Diocesan Boards of Education have been involved in governor training which has been very beneficial to governors. The purpose of training is to ensure governors are prepared for the duties and responsibilities vested on them. Training topics have included school management, curriculum matters, staffing and appointment, discipline, financial management, reporting to parents and decision-making procedure. Most governors are lay people in education,

particularly parents and coopted governors, hence training becomes important. Other than the duties and responsibilities for the overall affairs of the schools, governors have to be aware of the existence of supplementary schools which in most cases require school premises which are the responsibility of governors. Although supplementary schools are not the responsibilities of governors or LEAs the relationship between supplementary schools and mainstream schools has to be accepted and understood, so that where possible governors can give support to such schools in terms of use of premises and other facilities of the mainstream schools. Supplementary schools discussed in Chapter 4, have contributed to a great extent in the educational development of ethnic minority children as discussed in Chapter 4 and highlighted in the following section.

Contribution of Supplementary Schools.

a) How they are governed

While mainstream schools have formal governing bodies to oversee the management of the schools and heads who carry out the day-to-day activities, supplementary schools do not have formal governing bodies. They tend to be organised by groups of volunteers who contribute to the management of the schools as and when they are available. There are exceptions however, particularly in the academic type of schools like the Clearview College in this study whose brochure states that there is a board of governors with about 13 members, and the proprietor is the chairman of the board. Power and responsibilities therefore remain with him therefore, because he provides and controls the resources. The relationship between mainstream and supplementary schools governing bodies is that both are on voluntary basis. There is no salary or any appreciative incentive attached to the responsibilities.

b) Objectives of Supplementary Schools

Evidence from this study discussed in Chapters 3 and 4, suggests that supplementary schools have become a system of education esteemed by ethnic minorities in Britain. To the Asians, supplementary schools help in maintaining their language, culture and religion, which is not provided for in mainstream schools. They seem however, to be satisfied with the

mainstream state schools in terms of educational achievement. On the other hand, Afro-Caribbean communities, feel that supplementary schools are even more important than the mainstream schools. It is not a matter of language, culture or religion but a matter of educational survival, since education forms the basis for social mobility and change. There is bitterness among Afro-caribbean communities in the way the mainstream school system is seen to be treating black children (Sarup 1986). Sarup, has further pointed out that:

"There are large number of black children in schools for the educationally subnormal and there is an overwhelming concentration of blacks in the remedial and lower streams of comprehensive schools. While many schools try to compensate children by offering "Black Studies" and steel bands, black parents and community groups have started organising saturday schools to supplement the second-rate education which the school system offers their children". (p 36 & 37)

Where there are problems with Afro-Caribbean children in the mainstream school system, such problems do not exist in the supplementary schools. This is because in the supplementary schools the children are treated differently. The individual attention they receive, the motivation and the self-esteem accorded to them all tend to enhance their learning ability. The reasons for the establishment of supplementary schools therefore vary within the ethnic minorities; but the basic objective is that it is based on what mainstream schools can not offer their children. The Afro-Caribbean's reasons are different from other communities. The extent of research carried out on Afro-Caribbean children's educational performance is a matter for concern not only to their parents but even to teachers, educationists, school administrators and researchers themselves as well as the committees set up to carry out the studies.

The four supplementary schools examined in this study showed differences in objectives. The Asian supplementary schools were concerned with religion, culture and language; the Latin-American school was concerned with language (Spanish) and culture and the Afro-Caribbean school was concerned with basic and academic subjects. All the three types of schools share a common objective, and that is to *foster unity among the ethnic minority groups*. However, all the four schools are grouped under two main types of supplementary schools i.e. *academic and cultural identity* types. The academic types deal with the subjects

taught in the mainstream schools which prepare children for further education and employment opportunities. Subjects such as English, mathematics, history, geography, science, art and craft, economics, law and home-economics are among the subjects taught. Although detailed examination results on these subjects were not available to the researcher, the proprietor of the academic type expressed how successful the school has been in terms of feedback from the former students. Such types of schools coach and encourage ethnic minority youngsters to work confidently towards maximum educational achievement in these subjects so that they can have a brighter future in education and the employment market. These schools are more common within Afro-Caribbean communities than in other ethnic minority communities. The cultural identity types are mostly concerned with the teaching of language, culture and religion, not normally offered in mainstream schools. These schools are common with most ethnic minority communities in Britain and other multicultural countries such as USA and Australia, where there is evidence of such schools, (see section two of Chapter 3). The juxtaposition of supplementary and mainstream schools and the different patterns of parental involvement which can be found in the two systems served to highlight the main theme of the study, i.e. *An Analysis of Parental Involvement in Primary and Secondary Schools*. These ideas can best be understood within a developed conceptual framework.

Conceptual Model of the Study.

Different educationists have advanced various theoretical approaches, of parental involvement. Some have have looked at parental involvement from the stages of schooling (Topping, 1986), while others saw it from types of involvement and those involved in the process (Wolfendale, 1988). The fundamental objective is to look at

various strategies of parental involvement and how home-school relationship can be enhanced for the benefit of the child. The researcher explored the different theoretical perspectives relevant to this study and analysed how they related to each other. Involvement of parents is found to be basically of two types - classroom-based and non-classroom-based. From whichever perspective parental involvement is viewed, the extent of involvement varies from nursery to secondary school with varying emphasis and dwindling intensity as children move from nursery to primary and from primary to secondary schools. In the nursery and primary schools the administration is more open, the school is small and the subjects are within the parents' capability; but in the secondary school it is more complex in size, both administratively and in the subjects taught. Subjects are specialised, administration is formal and hierarchical, hence parents do not feel so confident and free to get involved in secondary schools. Although parental involvement practices vary from school to school and from one level to another, the basic concept is teacher-parent mutual relationship. The roles of parents, parent governors and PTAs are all dependent on the type of relationship established between teachers and parents. This relationship brings about partnership and accountability as well as support and advice.

The roles and functions of parents through PTAs and parent governors as explored in this study, suggest certain relationships between parents and teachers, and these relationships are: accountability, partnership, supportive and advisory. As shown in Chapter 4, supplementary schools activities tend to be supportive to mainstream schools and advisory between parents and teachers, and between teachers and pupils. Partnership between parents and teachers was also revealed. In Chapter 5, the role of PTAs has been identified as supportive and accountability to lesser extent when PTA committees give account of what has been done in the school within a certain period. Chapter 6, showed parents to be in partnership in the classroom as well as supportive. However, much of supportive activity was stimulated by headteachers presenting problems or requesting for help from parents, such as the PTA and school initiated activities. Chapter 7, has shown parent governors to be playing the role of

- being accountable to parents, LEAs and the DES and in partnership with headteachers and teachers in the school management. Supportive and advisory to school authorities and to parents, but the supportive role provide governors with something definitive to do. Accountability, partnership supportive and advisory roles of parents, governors and PTAs are elements that constitute a *parental involvement model* which is discussed and analysed in this chapter. These four elements constituting parental involvement as a model, are derived from the responses of teachers, parents, parent governors and headteachers, and from the researcher's interviews and observations of parents in the classroom and libraries. In practice, there are two types of activities in parental involvement. These activities are classroom and non-classroom based which exemplified these elements in the model.

The analysis of the data on PTAs, parent participation and parent governors illuminated the four elements of parental involvement. These elements identified in Chapters 4 to 7 where involvement activities and the responses of parents, teachers, parent governors and headteachers led to identification of the four elements under discussion. The classification of activities into four elements contained within the parental involvement model is based on the researcher's conception of what parents, teachers and parent governors could do. The four elements which are closely related to Packwood's are not therefore unique, but the difference is that while Packwood argued for governing bodies, this research considered activities in relation to parent, parent governors and teachers as well as supplementary schools. Several others, Gibson (1981) Sallis, (1988), Packwood, (1988), Bastiani, (1988) and Kogan (1988) examined the various models of this relationship from different perspectives. Sallis, examined accountability in relation to schools' governing bodies, looking at the market place phenomenon, with parents and children as consumers, and schools seen as delivering the goods (education). She pointed out that although parents are seen to be consumers with their children, they are also considered as partners in delivering the goods as well, because, parents on their own, do not consume education provided by the schools directly. Instead, they tend to share responsibility for the education of the child with the school. Sallis, therefore, moved

away from consumerism to partnership phenomenon, hence, parents and teachers are both accountable to the child. Packwood, (1988), in his analysis of accountability, examined four different models i.e. accountability, advisory, supportive and mediating. These models are argued with associated properties, and include : authority, representation, resources, public relations, style of work and demands of the work. The argument for these properties by Packwood threw more light on each of the four models suggested. However, the models and their related properties are argued in relation to schools' governing bodies. There was no discussion on how parents as individuals, or as an association are involved in these models. Governing bodies, in their roles and responsibilities have to relate to parents, the community, the children and LEAs, however. Packwood, pointed out that the governing bodies depicted in his models contained elements which do not accord with current practices, although he did not outline the elements, the researcher may speculate these elements however, to the current roles, powers and responsibilities given to governing bodies which now operate in mainstream schools. Packwood , further pointed out that the models are presented to show the implications of pursuing different purposes. He does not provide an account of reality based on empirical evidence, or a prescription for the future.

The models proposed by Packwood, and the 1986 and 1988 Education Acts, can be seen to be compatible however, because the two Acts require governors to act in advisory, supportive and mediative role as well as partnership, which tend to go along with current practices in education. The researcher in his analysis of parental involvement, found that these models are applicable in practice in the survey schools. These will be considered in more detail below, where it will be argued that the accountability model is one of the two most significant patterns of parental involvement, the other being partnership. Bastiani, (1988), examined accountability in different modes, i.e. answerability, responsibility and strict accountability, each mode is related to maintenance and problem - solving. His argument on accountability was not specifically related to governors or parents as individuals or in associations, but he considered answerability to parents, responsibility to self and peers (professional) and strict accountability to LEA, direct or via governors. In this particular

discussion, little attention is given to the issue of partnership, support, mediating and advisory aspects of parental involvement in schools. However, Bastiani's argument is closely related to Kogan's (1988), discussion on *normative models of accountability*. The argument is based on three models of accountability, these are consumerist control, which according to Kogan, might take the form of participatory democracy or partnership in the public sector and market mechanism in the private or partly privatised public sector, the professional accountability and public or state control. These models are similar to those that Sallis, (1979, 1988), examined. The analysis focused on parents but did not specifically relate to any particular individuals or groups such as PTAs or governors. The emphasis given to the discussion of the various aspects of parental involvement and its implications to schools such as calling schools to account or schools giving account, depends on the particular area of interest of the author, for example Sallis' publications are based on her experiences as a parent governor for several years, therefore, her views are given from parent's perspective. Kogan, on the other hand, based this writing on his experience as an administrator in the DES for fourteen years. It is therefore natural to find materials on school accountability from different perspectives due to the experience and specific area of interest. Parent-teacher relationship is a central theme in all the discussions, but it is conceptualised in different ways however. For example, discussions by Kogan, Bastiani and Gibson are all based on accountability. Packwood, looked at accountability, advisory supportive and mediating relationship mainly on the part of governing bodies. Accountability however, tends to be a more topical issue in parent-teacher relationship than other areas of parental involvement activities.

Accountability, whether it is regarded as a separate entity or as related to other activities permeates all other aspects of parental involvement. This is because, accountability tends to bring about forms of partnership between two or three parties and it can bring about support and advice. In accountability, it is characterised by managerial hierarchy, for example, the teacher is accountable to the headteacher, and so is the headteacher to the governors and LEA and other external agencies. The whole school and its governing body becomes accountable

to the parents, LEA and the DES. In partnership, it is a matter of working together and sharing responsibilities in the child's educational process, therefore, instead of asking who is accountable to whom, it becomes, how best can working together benefit the child. It is a shared task for the benefit of the child therefore. The different perspectives of parental involvement can be integrated into a broader conceptual model of involvement i.e. parental involvement model, by focusing on what parents actually do in terms of their relationships with schools. Such activities may include parents operating as individuals, acting collectively in PTAs or more formally in governing bodies. The researcher conceptualised parental involvement as a broad model with four related elements which each element may be treated as models by any researcher such as the way accountability, partnership, advisory and supportive are considered. Even in accountability, there are other sub-models for example, Kogan's three models and Bastiani's six models. Parental involvement is considered as a model itself because the researcher sees it as a unique process in the educational system which is as important as any other process of education in a child's development. This model has four dimensions which are based on these activities in which parents become involved as they form relationship with schools. These dimensions are accountability, partnership, supportive and advisory based involvement. Accountability and partnership are considered to be more dominant than the other two activities as illustrated in Figure 24.

Figure 23 Parental Involvement Model

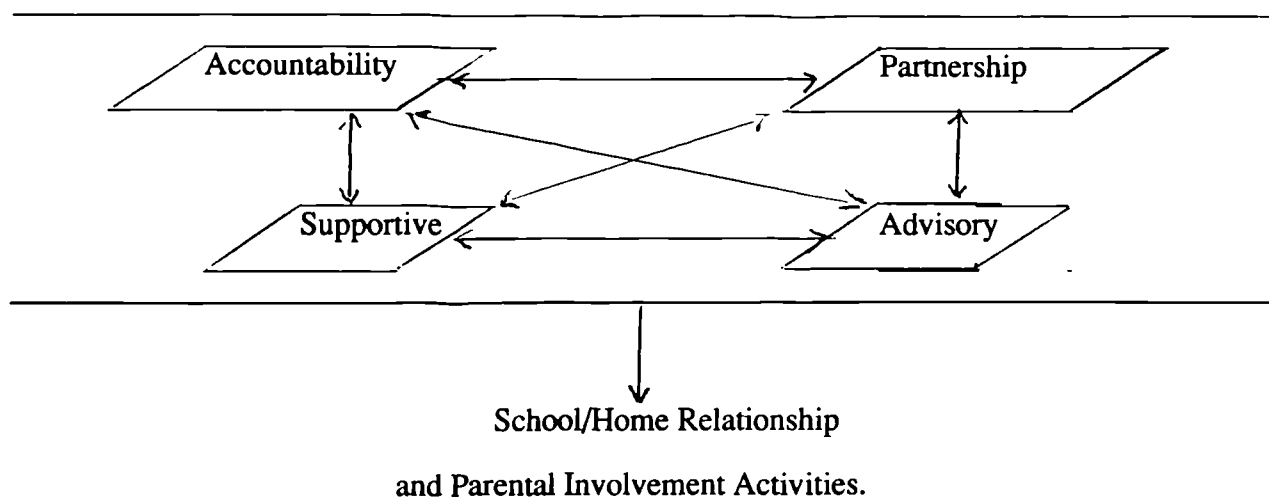


Figure 24 shows, that a mutual relationship between and among all set of four activities displayed. Although accountability and partnership are argued to be dominant activities, there is no activity which may be assumed to be independent of the others. They are dominant because, they tend to occupy the central theme of parental involvement activities. Parents, in their interest in their children's education ask for partnership and influence in schools (DES 1977, 1984). The 1986 and 1988 Education Acts strengthened accountability and partnership and making them more topical and concern for both parents and teachers. Other activities, such as supportive and advisory come as a result of accountability and partnership. However, all these activities have been going on ever since even before the various Education Acts came into force. The argument about the dominant role of accountability and partnership over supportive and advisory considered the present educational climate in relation to the two recent Acts and the interest of the parents and other external agencies in education therefore. For example, in the process of accountability, there has to be understanding and support as well as partnership. Understanding, brings about support and partnership which gives confidence to those who are accountable and to those to whom accounts are given. The most important aspect of both accountability and partnership is the giving of advice and support together with information, without which it will be difficult to judge whether or not objectives of a school are realistic and have been achieved. Thus, these two further sets of activities, advising and supporting, form the other two elements of the model. For example, in the process of supporting the school by parents such as in PTAs, the role of advisory activity comes, when a PTA in one of the survey schools wanted to support the school in terms of supplying some materials, it had to take the advice of the teachers and the head as to what the school needed. In this particular situation, the PTA committee gave account of activities and expenditure and what they planned to do. Therefore, in a supportive activity, there may be advisory, partnership and accountability. It can be seen that one activity may lead to the others either one at a time or all of them in a

particular activity. Each activity it is argued can best be understood in relation to the four main areas of parental involvement in the study and analysed and discussed in Chapters 4, to 7.

Parental involvement is therefore seen in this study as embracing four basic activities (Figure 24) carried out by parents through different forms as individuals, as an association and more formally in governing bodies. Parents, individually are involved in two forms of activity in schools. These are classroom and non-classroom based activities. They are also involved in associations such as PTAs, PAs, POs, PSAs and Friends of the School, in order to give financial, material and moral support to schools through organising fund-raising, summer fetes, jumble sales, and similar activities which bring parents together and raise money for schools. Very few parents are involved in the management of schools through governing bodies, since this is limited in nature. For example, in a given school, there will be a minimum of two and a maximum of five parents as governors according to the 1986 and 1988 Education Acts. Participation is therefore limited by law and the activities are spelt out such as in the Instrument and Articles of Government. On the other hand, PTAs may have social limitations but this is not normally so explicit. The set of the four activities takes place either in school or at home, hence, the call for home - school relations, so that wherever the activity takes place the child stands to benefit.

In both accountability and partnership, as discussed in the preceding paragraphs there must be a sort of dialogue which judges the success of what has been achieved. There must also be consensus about objectives in which there will be exchange of information and methods. However, in school, there may be some conflict between accountability in a collective sense, through parents bodies and governors and the individual parents as partners in educating the child. This should not jeopardise accountability and partnership however. Conflict, as pointed out in Chapter 2, is a normal process in any social setting and schools are no exception to this. There are conflicts of interest, objectives and methods, but the idea of accountability and partnership is to bring about integration of the conflicting areas, so that the

child can have the maximum benefit educationally, socially and morally. Parents want to know what goes on in schools, and they are supported by government laws which call teachers to account to parents, parents also want to share in the partnership of the educational process at least in sharing the responsibilities of the school. However, a close examination of each of these activities i.e. accountability, partnership, supportive and advisory, will explore the nature of parent - teacher relationship in schools and show how these activities reinforce the relationship.

a) Accountability : The term accountability may have variation in meaning and type and may also vary in application depending on the situation and who is accountable to whom. Sallis (1988) considered accountability to be:

"...requirement to have one's work tested, debated and judged within some more or less formal structure. Success may not be rewarded or failure punished, but there is an obligation to give reasons for action, to review outcomes, and to submit to judgment on the performance, in all the circumstances, of the task which one accepts in one's own". (p 25)

Kogan (1988), says that accountability can take three main forms which are typified as:

- 1) public or state control,
- 2) professional control and
- 3) consumerist control or influence which according to Kogan, may take the form of:
 - a) participatory democracy or partnership and
 - b) market mechanism in the private or partly privatised public sector.

1) In the public or state control, it entails the use of authority by elected representative, appointed official and the headteacher and others who manage schools. Although, Kogan does not specify who the elected and appointed officials are, the researcher tend to associate these with the governing bodies who in partnership with heads and teachers manage schools. The schools are public or state control institutions and governors are elected, nominated and co-opted to participate in the government of schools. In this type of accountability, Kogan says that its main formal characteristics is that of a managerial hierarchy, where the teacher is required to perform tasks set by the head, hence teachers are held accountable by the head for

their work. The heads on the other hand are accountable for the running of the school and have authority over teachers.

2) Professional accountability is put in order to meet two objectives (Kogan, 1988), firstly, to protect schools from demands too product orientated outcome, i.e. the children, and secondly, responsiveness to clients, as it is assumed that the stronger the professional autonomy of teachers, and schools the more responsive to their clients they will be. This expects teachers to be accountable for their modes and action and not for their results. However, the professional type of accountability would include drawing up of a contract and delivery of an account. Professional and contractual accountability are all meant to be the teachers' activities. The aspects of governors, parents and LEAs can not be ignored, since parents have moral and legal accountability in the education of their children, governors are legislatively bound to give account to parents and the LEAs and the LEA is called upon to account to the DES. In the researcher's discussion on accountability, the accountability activity of teachers and governors are considered, looking at the relationships between teachers, governors and parents.

3) In the consumerist control or influence, which according to Kogan, may take the form of : a) participatory democracy or partnership and b) market mechanism in the private or partly privatised public sector, all lead to the idea of producer and consumer phenomenon. The argument here is whether the parents or the children or even both stand as consumers of the educational service, while the teachers stand as the producers. Sallis has however, argued for partnership in a democratic atmosphere in which teachers and parents are to work in partnership for better understanding and cooperation. Parents are however, considered as consumers in proxy particularly at the primary stage. However, parent-teacher relationship is now more on the partnership and accountability than on consumerist control. This study viewed this relationship in terms of the partnership, accountability, supportive and advisory

elements of partnership, instead of looking at the consumerist control which has changed in the recent development in education.

Bastiani (1988), distinguished three facts within the broad meaning of accountability as:

- a) answerability to one's clients (moral accountability), in the primary school the parents tend to be more a client than the children while in the secondary school, the children tend to take the role of being clients themselves. Accountability is to the parents as clients in proxy however.

- b) responsibility to oneself and one's colleagues (professional accountability), which corresponds with Kogan's second type of accountability. In this regard, teachers are being accountable to themselves as they teach the children, accountable to other colleagues within the school such as the headteacher, heads of section (Lower, Middle and Upper School), heads of departments and other staff, as they share common objectives and work together for achieving these objectives. They are also accountable to other colleagues but outside the school, i. e. neighbouring schools or schools that their products are transferred to such as secondary schools.

- c) accountability in the strict sense to one's employers or political masters (contractual accountability). This may involve being accountable to the central government, the LEA or the governing body of the school. LEAs on the other hand may be answerable to their teachers and the schools, hence, must strive actively to sustain supportive relationship with them.

However accountability is defined, the essence of it is that it can be seen as a process of mutual negotiation in which something is conceded - for example, some professional prerogative which contemporary values call into question; and something gained - such as

firm declaration of public trust or renewed guarantee of essential autonomies. This is the case where teachers as professionals are being called to account to parents.

The issue of accountability may provide more questions than answers as to who is accountable to whom and who is responsible for the accountability. When the school is visualised as a community enterprise lightly regulated by national law, entrusted to locally elected and nominated governors, inspected by representatives of both local and national government, and managed and run by professionals, then the question is where does the responsibility lie? The notion of accountability of the school to parents as the indirect consumers of education has two distinct interpretations as argued by Edwards and Redfern (1988). First, it concerns the expectation that schools should give account of themselves to parents. Secondly, that schools are answerable to parents and must provide the kind of education which they demand. Therefore, genuine accountability can flourish within a system of shared values, experiences, skills, knowledge and cultural backgrounds. Newly elected, nominated and co-opted governors might legitimately as suggested by Evans (1989) request that their partnership with the professionals should aim towards these shared objectives and then be based upon an articulation of the schools' values.

Accountability activity that arose from this study is based on the concept that schools are to give account of themselves to parents. The annual parent meeting stipulated by the 1986 and 1988 Acts provides the platform for the schools' accountability to parents. Teachers from time to time also give account of their professional activities to governors so that governors become more aware of what the school does, areas which might be outside their immediate role and responsibility. The governors in turn report to parents at their annual parent meeting, where parents may ask questions about the school activities. In the study, it was found that some schools arrange meetings for teachers and governors so that governors could be briefed on the curriculum and related issues. While teachers are more accountable to the headteachers and the governors, governors become accountable to parents. It is argued that school and parents must be accountable to each other, if they are to contribute to a shared

task (Woods, 1988). The 1986 Act stressed the need for governors to give annual report and have annual general meeting for parents. The annual report is to be prepared by the governors in cooperation with the school authority and to be sent to all parents in writing free of charge. In addition, if the school has a multicultural base then the report should be translated into the language(s) understood by the parents of the registered pupils of the school. The community then sees the school as a place in which they have shared responsibility and have the right to know what actually goes on in the school. The school's report to parents through various means and the governors' annual report to parents at the parents' annual meeting show the parents and the community as well as the general public what has gone on in the school within a certain period and what achievement has the school made. These reports illustrate school's and governors' accountability to parents and within the governors themselves and the school.

The annual parent meeting is to be attended by governors, teachers and parents. Parents can raise questions to staff and governors an area which affect the school and their children. In this regard, the school gives account of what has been achieved in terms of successes and failures. The parents are on the listening side. The accountability of governors and teachers does not end with parents however, it extends to the LEA, since the LEA provides the finances it will have interest to know how the money have been expended and what academic achievements have been made. In this context, therefore accountability becomes a shared responsibility for parents, teachers, governors and the LEA, all of whom work together for the successful management of the school. The accountability processes ensure the smooth evaluation of programmes which will lead to a better system of school management and academic performance, for example, in the governors' report and the annual parents' general meeting, the school reports to parents all their achievements and problems. The report will include not only school activities, but even relationship with the community and the police. Parents bring in suggestions and contribute in discussions towards solving the school's problems. Parents become part of the solution to the problems therefore, not as part of the problem. The researcher's experience in reading governors' reports (see Appendix E) and

attending annual parents' general meeting confirmed this. This is because accountability reduces ambiguity about objectives and those accountable are identifiable, such as the head, teachers or governors. The parents and the public therefore, look upon specific individual or group to account for what goes on in the school. Each individual or group also tries to see that there is achievement during their tenure of office. The head and governors are more responsible for the school management than the teachers therefore. Teachers find themselves more answerable for the academic performance of the children however. The objective of accountability is to focus on the satisfactory day-to-day operation of the institution. While the school is accountable to parents, it is also accountable to children in the way they encourage, support and get involved in the child's education.

In Chapter six, it was found that teachers allowed parents in some classroom activities freely, though under supervision, while in some activities, they were more cautious because of the professional accountability. Currently, any success or failure in children's educational performance has to be reported, teachers are accountable to the parents, LEA, the DES and the general public, hence, teachers need to consider their stand before allowing parents into the classroom to participate in the curriculum as openly and widely as possible. Although the 1986 and 1988 Education Acts have made both teachers and governors accountable to each other and to the parents as well as the LEA, the curriculum issue has its limitations and boundaries. In supplementary schools, accountability may be less rigorous and informal, instead partnership, support and advisory activities may feature prominently as the dominant activities. Advisory activities may not be purely professional however, since most of the teachers are volunteers and may not be professional teachers as discussed in the advisory activity below.

Advisory

In discussing advisory activity, it is important to look briefly at professionalism which is considered to be the key concept to this activity. Although the term profession has been referred to in this study on several occasions it has not been examined in detail because it is

not the central theme of the study. Professionalism, according to Roach (1966), involves some sort of limitations of numbers and the exclusive possession of some particular expertise such as doctors, lawyers, soldiers, engineers nurses, architects etc. This is however based on certain criteria which have been outlined by Roach, (1966), Stinnett, (1968), Myers, (1973), Longford, (1978) and Ozga and Lawn, (1981). They all considered professionalism to be based on the extent to which a particular occupational group fulfills a number of criteria. Such criteria may comprise a body of theoretical knowledge on which practitioner skills are based; a lengthy period of training; a primary concern for the welfare of the client; a degree of autonomy as a profession and as an individual practitioner; and a code of ethics governing relationship with the client, for example, pupils and parents in the case of teachers. In this discussion however, teaching is considered to be a profession as found by Roach, (1966), Stinnett, (1968) and Longford, (1978).

Although, teaching may fall short of several criteria for professionalism, it can not be totally dismissed as a non-professional activity. When comparing teaching with certain professions, such as medicine, law, architecture, engineering and accounting, in which each has control on entry, number and exclusion from the profession, teaching may not be termed in this line, since it has less control over entry, number and exclusion. However, teaching in whatever way is considered, is still thought of as a profession in its own way. The argument about teaching as whether or not a profession is diverse and contentious as well as inconclusive. The researcher therefore, treated teaching as a profession because it has its own unique characteristics and relationship with its clients i.e. parents and children unlike the other professions.

Many teachers see professionalism as an important part of their occupational identity and as forming part of the process of justifying and explaining whatever action may be regarded as necessary to protect and further the interest of the members of the association. It (professionalism), is therefore viewed as a means of controlling and protecting areas over which members feel they should have control as professionals such as in teaching, since

professional autonomy automatically includes control by the professional group itself over entry into and expulsion from the profession (Lieberman, 1956), teaching tends not to have this however. Control over entry means that the professionals set the standard of the professional training which must be satisfied for admission to practice. The teaching profession falls short of this control however. Many people, including parents, regard teaching as a job that requires only a good general education, (Stinnett 1968). This is seen to be the trend as evidenced from the flow of non-teachers into the classroom. The involvement of non-qualified people is being institutionalised by the introduction of licensed teachers in the classroom. These are people who are not trained as teachers but are given training on the job to qualify as teachers in the future. The NUT is however, opposed to this idea and has pointed out that they will attempt to persuade local authorities and governing bodies that are considering such teachers not to do so (Lodge 1989). Further, they will persuade parents not to allow their children to be taught by such unqualified teachers. However, teaching stands out from other professions in that it deals with both parents and their children as clients as well as partners who have some resources to contribute. Parents are also traditional teachers despite the fact that they receive no formal training for this. There is still a persisting belief, however, that just about anyone can teach if he/she has a little more general knowledge than his/her pupils. Roach, (1966) and Stinnett, (1968) have argued that teaching was considered to be for persons who have either failed in other occupations or someone too old or feeble to support him/herself. Roach, in discussing this belief stated that:

"Until comparatively recent times the teacher has all too often been a person who has failed in other occupations or someone too old or feeble to support himself in other ways". (p 5)

Stinnett, in a similar or even identical view from the United States of America's experience stated that:

"In the early years of our history, teaching was on a kind of welfare basis. Jobs were likely to be given to elderly women who had no other way of making a living, to ex-soldiers who had been crippled in military service and who, therefore, found it difficult to secure other positions, and to those who had been failures at other occupations" (p 69).

Advice therefore will normally be expected from someone who is well versed in a particular area. Teachers as professionals have knowledge and skills that parents as laymen/women do

not possess, which have been acquired through intensive training and several years of apprenticeship. Some parents might be professional teachers but generally parents are not in a position to give advice to teachers on either the curriculum or any related area on the basis of professional expertise.

The management of the school is now a shared duty between the headteacher and the governors, but the day-to-day running of the school is left to the headteacher. Therefore in order for the aims and objectives of the school to be achieved, each side needs the advice and help of the other. The advisory role of parents comes through PTAs where one exists and also through parent governors. Individual parents can however offer very useful advice either on their children or on general observations made from outside. They may also bring expertise into the school. The advisory role of the governors is just one of the many roles they have to play in the life of the school, for example, giving talk on a specific subject such as medicine or law and helping with reading in the classroom probably using certain method. Governors are more constant with the teachers and the school than either the PTA or the LEA or even the community. However, the advice which runs between heads and teachers is professional to professional since both are teachers except that the head is the chief executive of the school and is supposed to be the leading professional in the school. Advice on the curriculum, school management, financial matters, and the overall day-to-day running of the school is exchanged between the head and the teachers. Advice from parents, PTAs and governors is in most cases non-professional, while the LEA's advice may well be professional. The flow of advice depends largely on the situation and who is in a better position to give the advice. It could be professional from the teacher's side or parental from the parent's side.

Supportive

Supportive activity as indicated by responses to the questionnaires and the results of interviews and observations, is the activity that appears to be most popular with headteachers and teachers. Johnson and Whitaker (1988) pointed out that supportive activity is often put

forward as the *proper* role of governing bodies, as well as PTAs, and the whole parent body. It is a demanding role not only for governing bodies, but for PTAs and other parent associations such as PO, PSA and PA in terms of complication and may be frustrating at times. Furthermore, for this activity to be more effective than it is, Packwood suggested six essential properties which are : authority, representation, resource, public relation, style of work and demand of the work (see Packwood, (1988) for further detail). These are applied to all the three activities. In the supportive activity, parents, either as individuals or in associations as well as in governing bodies are seen as supporters of the school. The school is seen as giving them a warm welcome, not only at the school entrance, but practically in the whole school premises, within and outside the classroom. The NCPTA (1988) has pointed out that for the education partnership to succeed parents must be able to feel welcome in school themselves, and the school must be prepared to explain what it is doing, (be accountable). At the same time parents should give their support in whatever capacity for the successful running of the school.

In the sample schools, the major supportive role by parents was through the PTAs, but where there are no PTAs, they gave their support through other organised parental activities which may have to be initiated by the school or by a few influential parents, such as fund-raising, summer fete, jumble sales, social evenings educational discussion etc. In some cases, they become pressure groups, on issues that are for the benefit of the school and the children. The supportive role of parents through PTAs is a national and international phenomenon both in the developed and the developing countries. PTAs have been found to provide lots of essential materials as well as money for schools, both primary and secondary. In this study, the three schools that have PTAs, showed what benefits they had received and are still receiving from PTAs. Headteachers and teachers agreed that PTAs do not interfere in their school programme, instead, they contribute to the success of the schools. PTAs organise activities in support of the educational aims and objectives of the schools. Even in situations when PTAs turned out to be confrontational, in most cases, it was in support of what may

benefit the school. It is rare for PTAs to have confrontations with school authorities however.

The functions of the governors are legally laid down by the 1986 Education Act, and specified in the Article and Instrument of Government (Appendix B). Governors are to work with the schools giving them every support in order to achieve the educational objectives set by the schools and the LEA, and particularly with the new Education Act of 1988 stipulating a national curriculum which requires the cooperation of all in order to succeed in its implementation. In the response of headteachers and teachers to the questionnaires on parents' role in the schools, there was evidence of support among the teachers and the headteachers. The views expressed by each group, showed the supportive role of teachers to their headteachers. However, one or two teachers did have contrary views about parental involvement. Just as not all headteachers welcome PTAs in their schools, similarly, some teachers did not want parental involvement at least in the classrooms. Evidence from the researcher's visit to PSB revealed that while teachers of younger children accepted parents in their classroom, teachers of older children did not see this as a welcome idea. Some teachers still felt that this was infringing on their professional autonomy; and that parents may not always keep what they see and hear in the class and in the school to themselves, hence leading to a lack of confidentiality.

The concept of supportive activity works smoothly when there is the inter- and intra-supportive motive from the various groups who contribute to the day - to - day running of the school. Governors must have each other's support, inspite of political differences as illustrated by Edwards and Redfern (1988) when citing the example of Redland school:

"Though both are members of different political parties, neither pursues a party line and they are seen to have the interests of the whole community at heart" p.102.

This statement was referring to parent governors of Redland school pre- 1986 Education Act when governors were only two per school. Other than the political considerations, parents and PTAs do have to put aside their social differences, and teachers need to work as a team of

professionals. However, the role of individual parents in terms of support or otherwise has been of importance in the child's educational development. In Chapter Three, the case of individual parents was discussed. It was shown that there were several situations where parents were involved in the school programmes individually. In fact all involvement in the classroom and the curriculum were normally on an individual basis. Parents, in their associations such as PTA, Friends of the School, PA or PSA (Parent-Staff Association) contribute mostly in the non-classroom activities such as parents' evenings, school concerts and cheese and wine parties. These activities are usually organised to raise funds for the school.

Parents as individuals have played significant roles in being actively involved in classroom activities - helping in taking children on trips, providing transport by carrying children in their own cars, giving talks to children on specialised areas and helping their own children at home in reading, mathematics and in other subjects that lend themselves to be handled by parents. Parents in groups however, are involved in PTAs, PSA, Friends of the School and PA activities, in which they have provided materials and finances for the schools and been involved in some decision-making, particularly where it affects parents generally. They have been supportive to schools such as during issues of closure or merger, and by portraying the image of the school outside to the public.

Supplementary schools in this study support rather than work against mainstream schools. The supportive role of supplementary is a dual activity. While they support the mainstream schools by giving extra tuition to children, either academic or cultural identification, they also need the support of the mainstream schools in terms of premises, materials and expertise advice. They also need support from the LEA in terms of finance and other essential requirements. Supplementary schools provide what the mainstream schools seem not to provide for ethnic minority children, particularly in the areas of culture, religion and language as well as academic subjects. With the Afro-Caribbeans' supplementary schools, it is felt that the children are not given enough opportunity to benefit from the mainstream

schools. Chevannes and Reeves (1987) pointed out that the black education movement supplementary schools began as a result of the concern of parents that their children were not achieving as they should in British schools. However, the objective is to supplement and support that which is already given. But Chevannes and Reeves have argued that supplementary schools are not supplementing, since according to them, it is assumed that there is nothing being done in the mainstream schools for black children to benefit from. Supplementary education has thus become an increasingly important aspect of the education of the black child in Britain. Whether it is called supplementary, alternative, complementary or even part-time voluntary education, the objective behind it is still the academic achievement of the black child. However, supplementary schools can be seen to be working in partnership with mainstream schools, and if mainstream schools see them as such, there may be much more support in terms of use of premises and other facilities. Partnership is therefore an important relationship that should be established between supplementary and mainstream schools. The following section examines partnership in parental involvement in schools.

Partnership

Partnership can be narrowly defined as a contractual relationship between two or more persons who carry on a joint business venture. However, in educational term it will mean a joint business venture in the process of a child's education. The contractual relationship is therefore between mainly parents and teachers. Parents and teachers each have duties to perform and this duty which is the education of the child cannot be fully performed without certain partnership in the process. Partnership as a relation exists between and among teachers, headteachers, non-teaching staff, governors, parents and the LEAs/DES. The concept of partnership in most cases therefore, provokes discussion among teachers and parents. It generates activities and discussion that reveal personal doubts or professional dilemmas (Jones and Maloy 1988, Woods, 1988). Teachers, from the researcher's experience during data collection, abhor the concept of partnership with parents in the educational process, as far as the teaching profession is concerned, for example, in the two

primary schools in this study, where parents participated in the classroom, only very few teachers could allow this, since they considered themselves to be the professionals and parents to be laities. This is because, when teachers view their profession as a profession and guard their professional autonomy as was discussed earlier in this chapter. They think of the partnership as sharing the professional status with laymen/women thus seeing their profession being diluted in a way which does not happen in other professions. Similarly, parents do not readily accept being in partnership as if they are shareholders in the school as an enterprise. Parents do not own the school as a property and do not make material profit directly out of the school even if the school does well. Their partnership is in the sharing of the educational objectives and participating in the process of achieving these objectives.

Partnership with parents does not mean, therefore according to Kanji (1984) that the professionals involve parents in schools on their own (parents') terms; but it means , parents and professionals become partners in a shared task for the benefit of the child, in which the professionals dictate the role that parents will play in the partnership, and in most cases under the professionals' supervision. The notion of partnership between parents and teachers in children's education and care is not new. It is now being accepted by teachers and parents as well as LEAs and DES through the 1986 and 1988 Education Acts that families and schools need to operate co-operatively for the educational, social, emotional and psychological benefit of the child. It is in most cases the perceived distance between home and school that can lead to interaction between parents and teachers being characterised by defensiveness, lack of co-operation and sometimes, open aggression and conflict between teachers and parents as in the case of individual parents coming to attack the school or a particular teacher because his/her child might have been punished or lack of understanding what goes on in the school, and ad-hoc parent associations as the Dewsbury issue in September, 1987. Edwards and Redfern (1988), after relating their views and experiences about partnership in parental involvement state that:

"What we are talking about , then is partnership with parents. All manner of partnerships spring to mind - Business partners, marriage partners, sleeping partners sparing partners,... partners in crime. The balance of give and take fluctuates in all partnerships worthy of name and home-school partnerships

will be no exception. In all probability the teacher will take the lead most of the time, but, not at the expense of parents' opinion or their expert knowledge of their own children" (p 163).

Partnership in education therefore begins from a premise that the education of the child is a responsibility shared between parents and others. This involves a full sharing of knowledge, skills and experience as pointed out by Wolfendale (1986) who argued that:

"...a commitment to partnership rests on the assumption that children will learn and develop better if parents and professionals are working together on a basis of equality than if either is working in isolation". p 33

This is illustrated in the triangular model in Chapter One which reinforces the concept of partnership in the child's education, whereby, the home-school-community partnership works towards facilitating the educational achievement of the child as the central focus of the relationship in the triangle. In the triangular model, the child is seen as the central focus of parental involvement in schools; the mutual relationship is between the home and school, home and community and school and community. The child does not form part of the inter-relationship, he/she can be seen as a go-between however, but mainly, he/she is a recipient of the product of the benefit of that mutual relationship. Practically, teachers, parents and the community have all along tended to keep the child out of the relationship, particularly in the primary schools. The child is the central object but is never consulted on the how, why, and when parents should be involved in their education. In all these relationships there is supposed to be mutual understanding between and among the teachers, parents, the community and the children themselves. The child as a recipient of the partnership, may have views about whether or not he/she likes the parents being involved in what goes on in the school. Garvey (1984), found that children's attitudes to parental involvement varied from children of five year olds to those of 11 year olds. Younger children seemed to have no objection to their parents being around them in the school, while older children had different views on this. Although parents do not directly consume education, they share responsibility with the schools for the education of their children. Sallis (1979), Kogan (1988) and Woods (1988) have discussed consumerist control and partnership and accountability, but Sallis, abandoned the analogy both of client and of consumer (parent and child) as failing to express

the collaborative equality which would exist between teachers and parents. Sallis further stated that :

"We do not consume the education provided by schools. We share responsibility with the schools for the education of our children. The schools must satisfy us about what it is doing, but without us it cannot be satisfactory, and we must be given the means to play a responsible part. This is surely the key to that gate from which we can see beyond the market place. School and parents must be accountable to each other for their contribution to a shared task" (Sallis 1979, p 11).

Partnership is therefore, an integral element in the process of education. According to Jones and Maloy (1988), partnership involves endorsement from leaders, substructures for governance, formal processes for assessment and re-negotiation and understanding about the overlapping of interests and distinct institutional purposes. Evidence from this study as discussed in Chapter 6,, has indicated that teachers have accepted parents working alongside with them in various capacities, from in-the-classroom to out-of-classroom activities, such as reading projects, craft work, sewing, talking about jobs which are classroom based and running libraries, parent evenings repairs to equipment school visits and outings which are non-classroom based. The extent of partnership depends entirely on the discretion of the teacher who controls the relationship. The teacher has specific areas in which parents can go into without much ado, particularly under his/her control in terms of planning and supervision, for example in the non-classroom activities as already mentioned above and in areas such as hearing children read,preparing material for art and craft and in home-economic laboratories. Boundaries are either self or teacher imposed on parents, but they tend to be teacher imposed. If partnership enables individual parents and teachers to share tasks, maximises resource utilisation and serve both mutually shared and unique self-interests, then this is the essence of parental involvement in the partnership of education. Facilitating collaborations through partnership between home and school is therefore, the mainstay of a successful approach to the educational success of the child (Dowling and Pound 1985). The joint resources of teachers and parents in whatever capacity should be used to try to find solution rather than to dig for causes of problems which normally leads to blaming and scapegoating among those concerned.

The PTA is one of the vehicles for partnership that provides immediate resources to schools when the need arises. Parents, therefore, stand as both partners in education as well as consumers in proxy for their children. There is partial partnership which is not entirely accepted by teachers, but parents have not been found to be interfering in the teachers' professional arena despite the teachers' perspectives on such a partnership. Partnership is sometimes partially accepted by both teachers and parents. Even with the 1986 and 1988 Education Acts, partnership is at the discretion of heads and teachers, since they still control the curriculum and the general tone of the school. The boundaries for partnership are determined by teachers, although some boundaries are already outlined in the Education Acts of 1986 and 1988 and particularly in the Article and Instrument of Government. Parents also set their boundaries knowing their capabilities and resources as to what they can and cannot do. However, not all parents and teachers are involved in this partnership. In fact that is why it is partial since it is not a complete one, and while there are still some strings attached to the partnership and boundaries which determines its nature and extent.

Parents respect the competence of teachers, while at the same time expect to be involved whenever and wherever this is possible for the interest of the child. However, partnership between parents and teachers is found to be of dual benefit. While parents want to share the educational responsibility and enjoy helping in schools, schools benefit from having parents involved in terms of enhanced knowledge and understanding of the individual child, easy access to parents for discussion and workshops and practical advantage of help in the classroom, general resource and added expertise (Ready 1988). There may be times when teachers and parents disagree, but this is not unusual in any co-operative venture. Kanji (1984) has pointed out that parents may be over anxious, over ambitious, or the teacher may be unsympathetic and insecure, but with partnership, in the final analysis, it is communication and dialogue that help both parents and teachers to understand and accept each other's point of view. Partnership, whether complete or partial between teachers and parents enhance home-school relationship. Parents and teachers see and accept each other as

allies in the business of educating the child. To some teachers, this is an aspect that has to be accepted, while to others, it is how to improve the partnership so that everyone can share the benefits - the child, parents, teachers and the community at large. Partnership should therefore result in mutual understanding, afforded by shared experience, contributing to making the child feel secured and confident

In this chapter, the main issues discussed are the changing nature of parental involvement, which parents are involved in supportive, pedagogic and managerial roles in schools. Some limitations such as resources, access to schools and sampling are highlighted however, also some areas for further research are suggested. The areas suggested are children's perspectives of parental involvement, the influence of peer groups and a more detail analysis of parent governors. A brief summary on PTAs, parent participation in the classroom, parent governors and supplementary schools is made, highlighting the analysis and discussions in Chapters 4 to 7. The central theme that tends to stem from this study is the parental involvement model which consists of four elements which are associated with parental involvement practices in schools. These elements are accountability, partnership, supportive and advisory, but accountability and partnership are seen to be dominant activities however.

Having found the benefits of parental involvement in the schools, in terms of accountability, partnership supportive and advisory, which all lead to benefit the child, the parents, the teachers and the community, the researcher considers how this could be applied to the Nigerian situation. In Nigeria, and in Bauchi State in particular, parents are involved through the PTA mainly in fund-raising activities, the idea of partnership therefore, has not emerged as a topic of discussion in education. Even where there seem to be more involvement of parents as in voluntary schools, partnership as a term in the school has yet to surface. The role of school Advisory Board is mainly determined by the State Ministry of Education, and in most cases the board may include only one parent. Furthermore, the board is only for secondary schools. However, the most central theme which has emerged from this study - accountability and partnership are the key elements in the relationship that exists between

school and parents as well as with that of other individuals and organisations who have interest in schools. In Bauchi State, parental involvement as a model comprising of accountability, partnership, supportive and advisory elements can be said to exist but on a very limited level. The supportive element of PTAs is however, more articulated and practical than the other three elements. The accountability, partnership and advisory elements are presently not so articulated as the case in the UK or other developed nations such as the USA and the countries of the European Community. The concept of these three elements will therefore, be different from what they are in Bauchi State in terms of their application in the educational process.

The supportive activity of PTAs include among others, contributing financially in buying certain materials for schools such as water tanks, vehicle, repairs of classrooms and hostels, purchase of items for special occasions in the schools, such as items for prizes during inter-house sport competition, assisting schools in preparation and purchase of items for speech and prize giving days. During such occasions PTAs get involved in the planning and securing the prizes to be given to deserving students. They also provide the money for buying refreshments such as biscuits, sweets, and soft drinks. However, these activities are carried out by the PTA committees. However, this is more practically visible in secondary schools than in primary schools. At the end of such occasions the PTA committees render to the parents account of what has been done with the money they contribute.

The aspect of accountability between teachers and parents are given during the prize and speech days, particularly in secondary schools. This is an annual event which takes place at the end of each school year, mostly in June/July (November/December due to recent changes in the school year which now starts from January to December, instead of formally from September to July). At this occasion, the schools give account of their stewardship during the year, highlighting their successes and failures, their problems and prospects. Successes such as in GCE examination, sports and other school activities. However, accountability in this case cannot be compared with what it is here in the UK, because, parents and other interested

individuals who attend the occasion do not ask questions, they only listen. If they have any questions or problems it is normally discussed after the occasion with the principal. Teachers and parents actually do not see themselves as being accountable to each other in the sense of accountability. The advisory activity is mostly carried out by the schools' Advisory Board, but this is once in a term, except when there is an emergency. They are more active when there is a problem in a school in which case they will be called to discuss the issue, for example, if there is a student riot or certain misbehaviour threatening the life of the school, they will sit with the school's disciplinary committee including the principal and vice-principal. The Advisory Board then advises the Ministry of Education through the school on what steps to take. They make recommendations which may or may not be fully implemented by the Ministry of Education. However, in some ways, there is the element of partnership between teachers and the Advisory Board, but the partnership activity is not as clear as other activities, since most parents have not yet seen their role in education and teachers have not shown that parents can share certain educational responsibility with them.

The findings from this study have illustrated the role of PTAs, parents, parent governors and supplementary schools in the educational development of the child. Parent participation in the classroom has become part of the school system, particularly in primary schools. In Nigeria, the basic method of parental involvement is through the PTA. Parents attend prize and speech days however, which are normally organised at the end of the school year. On such occasions, prizes for academic performances plus other school activities are distributed and the principals give a report of their progress, problems and prospects to parents and the community who attend the occasion. There are occasionally some parents who pay visits to their children in schools individually, but this is not common, since most secondary schools are situated some kilometers away from the children's homes. For example, some schools are over 100 kilometers from the child's home which makes it difficult for most parents to visit their children.

It has already been pointed out that involvement of parents in schools is not new, but the question is *to what extent?* Involvement in the classroom is however a new concept and has not started at any level. Governing bodies are sometimes found in private schools but not in state schools, the exception is the school advisory boards in Bauchi State which are only found in the post-primary schools. Supplementary schools referred to as Koranic or Islamiya schools in Bauchi State are very common features in towns and villages. This can be compared with the supplementary schools discussed in Chapters 3 (section II) and 4 particularly with school C which is purely religious. The time of operation is the same as the ones in this study, i.e. in the evenings and at week-ends. The objectives of the supplementary Koranic schools differ from those found in the UK. This is because, Islamic education is taught in all mainstream schools in Bauchi State, hence, it is not because the mainstream schools do not teach religious education, such as Islam, but because parents want their children to be well versed in Islam and the Koran which the mainstream schools do not reach such a standard. Parental involvement is therefore built on a foundation that has already been laid, a foundation already established by PTAs in most primary and secondary schools, and the schools' Advisory Boards operating in secondary schools which contribute to school decision-making on discipline and examinations. PTAs carry out various activities in support of schools, particularly in terms of fund-raising, erecting new classroom blocks and repairing old ones and some general repairs in the schools. In secondary schools, the Advisory Boards play supportive and advisory role. The usual prize and speech days at the end of the school year discussed in the preceding paragraphs bring parents and the community together to hear and see what their children have done which is a sort of accountability, but not comparable to the level of accountability which takes place in the UK or the USA as discussed in the previous sections dealing with accountability.

Parental involvement in its wider context consisting of basically classroom and non-classroom based activities is an international educational phenomenon, except at varying degrees. The practice of the involvement varies from country to country and from developed to developing countries. Macbeth's (1984) and Beattie's (1985) analyses of parental

involvement in the countries of the European Community confirmed the variation in parental involvement practices. They both considered how parents and the government see the role of parents in the education of their children. Berger, (1981, 1983) and Rutherford Jnr., (1979) highlighted the American view of parental involvement. On the other hand, Payne and Hinds (1986), examined the role of PTAs in Barbados, which is a developing country. The analyses from Europe, America and Barbados illustrate the growing and changing nature of parental involvement. However, parental involvement activities in terms of accountability, partnership, supportive and advisory are applicable to any nation in their educational system with the variation in application however. The activities that are more articulated in the UK than for instance in Nigeria are, the pedagogic and managerial activities where parents are involved in the classroom and in the management of schools through governing bodies. Parental involvement is a growing educational topic which is spreading and has been shown to be beneficial to children, parents and teachers in the educational processes. Every parent, community and government is interested in the educational achievement and development of the child for a better generation, hence, parental involvement will continue to receive attention from both professionals and non-professionals. While educational policies and reforms are made, the role of parents as educators of their children will also be re-examined for the betterment of the child. However, this study will have some implications for Bauchi State Ministry of Education.

Implication of the research for Bauchi State

Although this study is mainly based in England, the findings are significant for Bauchi State of Nigeria as well as in England. This is because the researcher plans to apply the findings to Bauchi State in his home-country. Parental involvement strategies in terms of what parents can do in schools such as reading, library work, art and craft, and helping in school trips were all observed in English schools with the hope that these can be translated for positive results in Bauchi State. Parental involvement in the classroom and as governors, is yet to be articulated in Bauchi State as in any developing country, but the evidence of some PTA activities can be found and are fully accepted by schools and state governments.

In Bauchi State, parents still see teachers being in 'Loco Parentis' while teachers accept this role but see the decision concerning schools as totally their professional preserves. The division between professionals and laymen is clear and specific. Teachers and parents have common interest (i.e. the child) but this has not brought them closer to see each other as allies in the child's process of education. The PTA which is the main avenue whereby teachers and parents get together from time to time is the only major method of parental involvement. Even with the PTA not many parents have the opportunity to attend the meetings. Where schools are boarding types, parents find it difficult to travel long distances to attend such meetings. The PTA is however, going to be the base for initiating a parental involvement programme in Bauchi State. However, in bringing about changes and initiating new programmes there are bound to be conflicts within and among groups.

The conflict that might arise when parental involvement is developed is manyfold, since the concept of parental involvement is yet to be articulated. There are bound to be conflict regarding decisions as to whether or not parental involvement is desired as a matter of policy. This policy decision may be at the school level, local authority level or state government level. As parental involvement particularly in the classroom such as in reading will be a new concept, the schools will have to decide on what changes they can make in order to accept parents. Most of boarding schools have policies that parents should not be welcome all the time, but in this case it will mean reconsidering these policies. However, sometimes, policies come direct from the Ministry of Education which all schools must comply. In the case of primary schools, their policies generally come from the LEA which may come from the state government. Parental involvement as a policy will not be without clear discussion and understanding between teachers and Ministry of Education and between teachers and parents. Before a policy may be implemented or even discussed, a committee report may be needed which argues for the need to involve parents in the education process in order to help to improve education standards in the schools. The researcher will be pleased to initiate any course of action that will bring the idea of involving parents in schools. There may also be

conflict of ideas between parents and teachers as well as among teachers and parents. In the Koranic schools which are comparable to the supplementary schools in this study, particularly the religious types, there were conflicts of objectives between the teachers (Mallams) and the authority over the exploitation of children's potentials and restrictions concerning their movements from one area to the other with the children.

The introduction of the formal concept of parental involvement by the researchers in Bauchi State will not be an easy task. Although parents are being involved informally in various ways and formally through the PTAs, making parents and teachers see that they are partners in education, will be difficult because of the existing gap between parents and teachers. The process of parental involvement in schools in Bauchi State will therefore be a gradual development, having seen how it developed in England within the last two or three decades. It will be hard for it to be accepted by teachers but it is worth the effort when the benefit is considered particularly in a situation where parents and the public are complaining about the educational standard of children.

There are bound to be hurdles to cross but with caution and patience they will hopefully be overcome. The intention is that reading project will form the basis for initial trial of formal parental involvement, particularly in Bauchi town where there are more literate parents who may be ready to take up the challenge. One of the primary schools controlled by the state government will be experimented upon for this purpose and this will hopefully spread to other schools. At the initial stage the researcher will like to discuss this research finding as it affects the education process in Bauchi with the Director General of the Ministry of Education highlighting beneficial aspects of parental involvement in schools. This may lead to further discussion on what is going on presently in the schools which the researcher will familiarise himself with after being away for 3 years.

The researcher will suggest a pilot scheme in the primary school owned by the Ministry of Education where there will be discussion between the headteacher and the researcher and

subsequently with parents for the trial of parents involvement in reading. This programme will be planned beforehand. With the approval of the Ministry of Education and the understanding of teachers of the school and parents, the researcher will introduce the idea and tried it for about two school terms to see what the initial outcome will be. This process will lead to other programmes as time goes on. It is however to be noted that bringing about change is not an easy task but with understanding of the reason for the change, i.e. educational improvement of children, it is hoped that initial problems will be overcome.

An important issue that teachers and government have to take into consideration is acknowledging the significance of the family as an educational agency. It is suggested however, (Ready, 1988) that school and home working together, can improve a child's performance and increased parental involvement has led to improved pupils' performance at school, particularly with respect to reading as referred to in several places in this study. Although, this study has explored several parental involvement activities in schools, the backbone of all these activities in the relationship between parents and teachers are accountability and partnership, which lead to supportive and advisory. The final message to parents and teachers, as well as LEAs and school administrators however, is that knowledge of parental involvement with school can have a psychological effect on a child and as Walker says :

"Attitudes and behaviour of children can be modified by a realisation that parents and teachers are working in harmony in the educative process. Children being the discerning creatures they are, can very quickly sense a "them" and "us" situation and react accordingly, but if these barriers are non-existent, capital cannot be made of the situation. Particularly in the light of punishment restrictions in schools, teachers and parents must unite and be seen to be allies with regard to the behaviour of their children" (Walker, 1988 p 91)

Therefore, parents and teachers are to unite and if there are conflicts they are to resolve such and come to a compromise for the good of the children. This process of conflict and integration through resolution based on compromise is a central and significant part of the educational process.

Conflict and Integration in Education

The development of parental involvement has gone through conflicts as in any social setting. Conflict permeates the whole process of parental involvement in schools. There are conflicts between and among parents, teachers and even the pupils. But Waller (1967) saw parental involvement in schools as a process of conflict between parents and teachers being resolved or minimised amicably by compromise. This is because both parents and teachers wish the child to prosper. Chapter VI of Waller's (1967) book on *The Sociology of Teaching*, gives a very interesting analysis of how this conflict between parents and teachers is resolved or minimised. This requires all the parties involved to listen to each other. In particular, the professionals must recognise the legitimacy of the views of the non-professionals and acknowledge their right to express those views and have them fully considered. This process can be found in supplementary schools where conflicts exist between ethnic minority parents and teachers in mainstream schools, between the ethnic minority parents themselves in the way they perceive education and their children and between mainstream and supplementary schools. There are conflicts when children may not want to go to the supplementary religious or cultural schools. While children might want to relax from the busy period of mainstream schools at weekends and in the evenings, their parents would want them to attend supplementary schools.

Another face of conflict in supplementary schools is that children may tend to reject the traditional cultural identity schools and to seek assimilation into the host culture (McLean, 1985). There is therefore, conflict within the children themselves and between children and their parents. The school may be the arena within which this conflict is sorted out. McLean has pointed out that while children of some ethnic minorities resent and resist parental attempts to send them to supplementary schools, the same protestors as adults and parents may re-integrate themselves into the traditional culture. Waller (1967) has also pointed out that while children usually learn English better than their parents, they more rapidly acquire some familiarity with British life, so that they frequently feel superior to the parents, and so are most unwilling to take advice from their parents.

However, educating children is, in part, a process of teachers and parents resolving conflict and reconciling issues, through identifying common interest. Presently teachers and parents are still in this process and the elements of conflict still exist particularly when parents conceive education differently from teachers. The absence of PTAs in some of the schools is evidence of conflict of objectives of the PTAs. In order to bring about integration parents are involved in other ways. While PTA is a popularly known association existing in schools consisting of parents and teachers, undoubtedly the absence of PTA in schools will raise some questions. Why not have PTA? Does it matter at all? While some parents may welcome the idea, headteachers of their schools may not allow its existence. The objectives identified by teachers and headteachers may not match with parents' objectives, hence conflict of objectives and ideas may, arise. For example, parents may see the objectives of PTA as an avenue where they (parents) can contribute towards the success of the school. This contribution can be in terms of money, materials and equipment, bring suggestions which could help in the schools' policies indirectly, but teachers may see the objectives of PTA differently and interpret them as parents trying to have a way of interfering. The teachers may further see that such objectives can be achieved without having the PTA. Furthermore, parents and teacher wish the child to prosper but in different ways (Waller, 1967). Both parents and teachers wish the child well, but it is over the definition of this wellbeing and how best to achieve it that conflicts must inevitably arise. The integration of objectives and resolution of conflicts may be through other ways of involvement designed by the headteachers. These could be through organised special evenings; for parents and teachers coffee evenings, summer fetes, Christmas shows, concerts, etc.

From the researcher's discussions with the headteachers of the sample schools who had no PTAs, it was revealed that PTAs did not matter in the lives of the schools as far as they were concerned. According to the two headteachers, if the function of the PTA is to pave the way for parental involvement, they have numerous ways of involving the parents of the pupils in their school programmes not necessarily through the PTA. Coincidentally, the two schools

without PTAs had more ethnic minority children, each had 31-60 percent of Asian and about 10 percent of Afro-Caribbean children; and to them the PTA may only scare away parents since they still view it to be an association for few articulated middle-class parents. The schools have an open-door policy whereby parents are welcome at anytime. Various activities are planned which will involve parents both for the benefit of their children as well as the parents themselves.

However, there is no 'best way' for involving parents in their children's education PTA is only one of the processes of involvement but not, necessarily, the only best way. Each school has its own programme of parental involvement depending on the heads of the schools and the home-school relationships and the types of parents. Therefore, while having plans to initiate parental involvement programme in Bauchi State, different ways will have to be designed using the experiences gained from this study. This is because parents' attitude and level of literacy may differ greatly and there are also policy implications which play a major role in bringing about any change in a system. Conflict will continue in the process, but ways of resolving the conflict will have to be sought so that the end result will be beneficial.

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APPENDICES

Appendix A Sample of Questionnaire

QUESTIONNAIRE FOR HEADTEACHERS (SECONDARY/PRIMARY)

(University of Warwick Postgraduate Research Study)

1. Name of School:.....2. Local Education Authority: (LEA),.....

3. Type of School

(a)	Primary School	<input type="checkbox"/>
(b)	Secondary Comprehensive	<input type="checkbox"/>
(c)	Secondary Grammar	<input type="checkbox"/>

(Tick one)

4. No. on Roll.....school Group5. School Location:

Which of the following best describes the area in which the children at your school live?

(Please tick appropriate category/categories)

- (a) Houses are closely packed together with many in a poor state of repair and with some multi-occupation ☐
- (b) An area of council housing characterised by high-rise flats. ☐
- (c) An urban area of mostly privately owned houses. ☐
- (d) A suburban private housing estate with large detached or semi-detached houses ☐
- (e) A rural or semi-rural area. ☐

6. Which of the following best describes the parents of the children in your school? ☐

(Please tick appropriate category)

- (a) Largely non-professional, unskilled working population. ☐
- (b) Mainly skilled and semi-skilled but some professional working population. ☐
- (c) Large number of professional and managerial workers. ☐

- (d) A mixed community probably not described above. ☐

7. (Would you please indicate the ethnic origin of the children attending your school by ticking the appropriate boxes?)

Ethnic origin	Percentage			
	Under 10%	10-30%	31-60%	Over 61%
White				
Asian				
Afro-Caribbean				
Mixed				
Others				

SECTION 1: ABOUT PARENT TEACHERS' ASSOCIATIONS (PTA)

In response to the following questions/statements, you are requested to tick the box which suits your response,

1. Does your school have a PTA? YES ☐ NO ☐
- (a) If your answer to above is NO & you have a less formal Parents Committee or Friends of the School? YES ☐ NO ☐
- (b) If your answer to number 1 above is YES do you consider PTA to be a vital aspect of parent involvement in your school? YES ☐ NO ☐
2. If your answer to either of number 1(a) or (b) is YES would you please indicate below the basic aims and objectives of the association/committee. Please tick as many numbers as are appropriate to your school).
- (i) To provide a close home-school link ☐
- (ii) To give parents and teachers a better understanding of each others problems ☐
- (iii) To raise funds for use by the school ☐

- (iv) To inform parents of the school's teaching methods and educational philosophy ☐
- (v) To provide a point of contact between the school and the community in which it is situated. ☐
- (vi) To provide a forum for discussing children's school progress ☐
- (vii) To help with school administration ☐
- (viii) To stand and defend the school ☐

Would you please specify below other aims and objectives not covered by the above:

.....

.....

3. Are parents to be notified of their child's progress through written reports without having a PTA meeting for this purpose?
YES ☐ NO ☐
4. Should PTA Committee meetings be informal?
YES ☐ NO ☐
5. Is there a correlation between children's interest in school work and their parents' willingness to support school and PTA activities.
YES ☐ NO ☐
6. Should PTA's only act as a fund-raising body and not be involved in the life of the school.
YES ☐ NO ☐
7. Are PAT's run by a small in-group of middle-class, articulate parents who don't necessarily represent the others very well?
YES ☐ NO ☐
8. Does your school PTA ^{interfere} with the running of the school?
YES ☐ NO ☐
9. Is there anything the PTA could do that is not already being done in the school?
YES ☐ NO ☐

10. Do PTAs work for the benefit of the children; school and community?

YES ☐ NO ☐

SECTION 2: ABOUT PARENT PARTICIPATION IN CLASSROOM CURRICULUM

In response to the following questions/statements, you are requested to tick in the box which suits your response.

1. Is having some parents participating in the school programme (e.g. helping in the library, hearing children read etc) a welcome idea.

YES ☐ NO ☐

2. Do parents' participation and involvement in hearing children read enhance children's reading ability and comprehension?

YES ☐ NO ☐

3. Parents might be involved in:

- (a) help in needlework/handicraft classes YES ☐ NO ☐
 (b) assist with maintaining the school campus YES ☐ NO ☐
 (c) help with the supervision of young children during the lunch hour YES ☐ NO ☐
 (d) help with extra-curricular activities in the school. YES ☐ NO ☐

4. Do most parents know enough to be of any real help regarding their child's academic progress?

YES ☐ NO ☐

5. Is having parents in school more an onus than its worth.

YES ☐ NO ☐

6. Should the school provide workshops for parents showing them how they could help their children at home?

YES ☐ NO ☐

7. Could parents participate in any curricular activity in the school but under the supervision of teachers?

YES ☐ NO ☐

8. Do you support the view that decision on the curriculum should be taken by the head in conjunction with the staff and parents?

YES ☐ NO ☐

9. Do you welcome the rich resources of the local community by opening your school for them?

YES ☐ NO ☐

10. Do you agree that parent participation in the school activities can enhance the quality of life for all the children in the school and the life of the neighbourhood around it?

YES ☐ NO ☐

SECTION 3: ABOUT PARENT GOVERNORS

In response to the following questions/statements, you are requested to tick in the box which suits your response.

1. Does your school have a Board of Governors?

YES ☐ NO ☐

2. What percentage of the Board do parents represent.....%

3. Do you think governing boards are very necessary for schools?

YES ☐ NO ☐

4. Do you support the 1986 Education Act in giving parents more places and power on the governing boards?

YES ☐ NO ☐

5. By having equal parent governors as that of the LEA representatives (1986 Education Act) does this really mean an end to the Local authority's power in the governing board?

YES ☐ NO ☐

6. Do you encourage your parent governors to receive ideas and suggestions relating to the school to be submitted to the main board?

YES ☐ NO ☐

7. Did you have sufficient numbers of parents who came forward to fill the places for parent governors?

YES ☐ NO ☐

....

8. Do parent governors play any other part in decisions concerning the content and/or organization of the curriculum?

YES ☐NO ☐GENERAL

1. Would you like to see a greater number of parents involved in school activities?

YES ☐NO ☐

2. Would you like to see parents involved in a wider variety of school activities than at present?

YES ☐NO ☐

3. Do you feel there is already so much parental involvement that it would not be practical to extend this further?

YES ☐NO ☐

4. Do you have a higher parental involvement now in your school than you had three years ago?

YES ☐NO ☐

5. Have your parents' attitudes to the school shown any marked change as a result of any involvement they have had with it?

YES ☐NO ☐

6. Do you believe that parents of whatever ethnic group could make available contributions to the life and work of the school by making available their skills, interests and hobbies to be utilized at the school?

YES ☐NO ☐

THANK YOU FOR ANSWERING THIS QUESTIONNAIRE

QUESTIONNAIRE FOR TEACHERS

(University of Warwick Postgraduate Research Study)

1. Sex Male ☐ Female ☒
2. Marital status Married ☐ Single ☒
3. Age 20-20 30-39 40-49 50-59 60+
☐ ☐ ☒ ☐ ☐
4. Number of years in
teaching 0-5 6-10 11-15 16-20 21+
☐ ☐ ☒ ☐ ☐
5. Subject now teaching
6. Special responsibilities
.....

SECTION 1: ABOUT PARENT-TEACHERS ASSOCIATIONS (PTAs)

In response to the following questions/statements, you are requested to tick in the box which suits your response.

1. Are you a member of the school's PTA committee?
YES ☐ NO ☒
2. Do you think association/committee meetings foster good home-school links?
YES ☒ NO ☐
3. Should parents through associations/committees have more say in what their children are taught in school?
YES ☐ NO ☐
4. Should teachers make every effort to attend association/committee meetings?
YES ☐ NO ☐
5. Should the headteachers encourage teachers to attend the association/ committee meetings regularly?
YES ☒ NO ☐
6. Do you consider the most important role of PTAs or similar associations to be fund-raising for schools?
YES ☐ NO ☒

.../2

7. Do PTAS and similar associations/Committees interfere with school programmes?

YES ☐ NO ☒

8. If your answer to number 7 is YES would you please specify in what ways they interfere?

9. Do you consider the number of parents attending PTA or similar association meetings encouraging?

YES ☐ NO ☐

10. Do children show more interest in their work when their parents attend PTA or similar association meetings regularly?

YES ☐ NO ☐

SECTION 2: ABOUT PARENT PARTICIPATION IN THE CLASSROOM/CURRICULUM

In response to the following questions/Statements, you are requested to tick in the box which suits your response.

1. Is having some parents participating in the school (e.g. helping in the library, hearing children read etc) a good idea?

YES ☐ NO ☐

2. Do parents' participation and involvement in hearing children read enhance children's reading ability and comprehension?

YES ☐ NO ☐

3. Parents should be encouraged to:

(a) help in needlework/handicraft classes YES ☐ NO ☐

(b) assist with decoration of the school. YES ☐ NO ☐

(c) help with the supervision of young children during the lunch hour YES ☐ NO ☐

(d) help with extra-curricular activities in the school YES ☐ NO ☐

4. Do most parents know enough to be of any help regarding their child's academic progress?

YES ☐ NO ☒

5. Is having parents in the school participating in classes more an onus than it's worth?

YES ☐ NO ☒

6. Could parents participate in any field in the school but under the supervision of teachers?

YES ☐ NO ☒

7. Do you support the view that decision on the curriculum should be taken by the head in conjunction with the staff and parents?

YES ☐ NO ☒

8. Do you welcome the rich resources of the local community by opening your class for them?

YES ☒ NO ☐

9. Would you suggest that the school should provide workshops for parents showing them how they could help their children at home?

YES ☐ NO ☒

10. Do you agree that parent participation in the school activities can enhance the quality of life for all the children in the school and the life of the neighbourhood around it?

YES ☐ NO ☒

11. Given that teachers would control and supervise any parent participation in the classroom, would you consider welcoming such parents who have something to offer to the life and work of the school?

YES ☒ NO ☐

12. In what capacity would you like the parents of your children to contribute?

(Please tick as many as appropriate)

Tick here

(i) Helping in the school library

☐

(ii) Giving children more experience of conversation with adults

☐

.../4

- (iii) Helping backward readers ☐
- (iv) Coming to give talks to the children about work or special interests ☐
- (v) Assisting in taking children on visits ☐
- (vi) In supervisory capacity playground duties etc. ☐
- (vii) Demonstrating a particular craft e.g. pottery, silk screening etc. ☐
- (viii) Organising and teaching new sports and hobbies not normally on the curriculum ☐
- (ix) teaching musical instruments ☐

You may wish to add other ways of involvement here:

THANK YOU FOR ANSWERING THIS QUESTIONNAIRE

QUESTIONNAIRE FOR PARENTS

(University of WARWICK Postgraduate Research Study)

(Please tick in the appropriate boxes as it applies to you)

FATHER ☐MOTHER ☐Ethnic Origin (Please tick one)British ☐Asian ☐Afro-Caribbean ☐Mixed ☐Others ☐Children

Position in Family	Sex	Age	School Attended Secondary/Primary
1st Child			
2nd child			
3rd child			
4th child			
5th child			

SECTION 1: ABOUT PARENTS TEACHERS ASSOCIATIONS (PTAs)

In response to the following questions/statements, you are requested to tick the box which suits your response to the question/statement.

1. Do you belong to a PTA or similar association at your child's school?

YES ☐NO ☐

2. Briefly, what is your view on PTAs and similar associations such as Parents' Associations or Friends of the School?

.....

.../2.

3. Would you support the notion that parent's views should be directly represented through PTAs or similar associations?

YES ☐ NO ☐

4. Would you say parents who do not attend PTA meetings are not truly committed to assisting their child's educational progress?

YES ☐ NO ☐

5. At most PTA meetings do you only listen to what the headteacher wants.

YES ☐ NO ☐

6. Should Parents make efforts to attend PTA meetings regularly as called?

YES ☐ NO ☐

7. Do you think PTA meetings foster good home-school links?

YES ☐ NO ☐

8. Does the PTA encourage parents to give ~~hi~~ help and support to their children?

YES ☐ NO ☐

9. Does your child's school PTA mail all members with up to date news and comment?

YES ☐ NO ☐

SECTION 2: ABOUT PARENT PARTICIPATION IN THE CLASSROOM/CURRICULUM

In response to the following questions/statements, you are requested to put a tick in the box which suits your response to the question/statement.

1. Does your child's school invite you to be involved in the school's programme?

YES ☐ NO ☐

2. Does your child's school welcome your skill and involvement in the school?

YES ☐ NO ☐

3. Is your child's school open to all parents irrespective of ethnic origin?

YES ☐ NO ☐

4. If you are to offer your help to your child's school would you prefer to be assigned to work with a different class from that of your child?

YES ☐ NO ☐

5. Do you feel more confident and willing to be involved in primary school than secondary school?

YES ☐ NO ☐

6. Do you think any size and complexity of the secondary school make parent involvement very minimal.

YES ☐ NO ☐

7. Different schools offer different opportunities for parents to find out more about and help with the school. Below are a list of ways of involvement by parents. In the first column, tick those that you have heard about at your child's school. Then in the second column tick the ones that you have been involved with in some way.

Ways to be involved with/ informed about the school	1st column My child's school offer this		2nd column I am involved with this	
	YES	NO	YES	NO
(a) School events; fair; jumble sale fete, etc Entertainment put on by children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Open days: to see how school works	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Parent Evenings: to meet teachers and other parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Parents helping out with cookery; reading, library etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Parent-Teacher Associations/Parent Associations/Friends of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Parents allowed to go into school when they want to consult with teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	YES	NO	YES	NO
(g) Becoming a parent governor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(h) Helping with raising money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) Running an out-of-school activity (chess club etc.) for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(j) Taking parties of children to school activities in your car	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you please list other involvement that you have done which are not listed above

.....

SECTION 3: ABOUT PARENT GOVERNORS

In response to the following questions/statements, you are requested to tick the box which suits your response.

1. Have you been informed as a parent of the election of parent governors?

YES ☐ NO ☐

2. As far as you know has there ever been a parent governor elected as a chairperson?

YES ☐ NO ☐

3. Are the places for parent governors open to all parents who are interested?

YES ☐ NO ☐

4. Have you ever been nominated to stand for the election as a parent governor?

YES ☐ NO ☐

.... /5

5. Who normally elects the parents to be members of the governing Board? -

L E A

☐

Parents of registered children of the school

☐

The school teachers

☐

6. Since parent governors are equal in number to the local authority representatives, do you think this is a balance of power?

YES ☐

NO ☐

7. Do you know who are your parent governors?

YES ☐

NO ☐

8. Are there any arrangements for you as parents to communicate easily with your Governors?

YES ☐

NO ☐

THANK YOU FOR ANSWERING THIS QUESTIONNAIRE

QUESTIONNAIRE FOR PARENT GOVERNORS

(University of Warwick Postgraduate Research Study)

1. School at which you are a governor:.....
.....
2. How many of you are members of the Governing Board?
.....
3. How many of you are parent governors?.....

Instructions

In response to the following questions/statements, you are requested to tick in the box which suits your response.

4. Do you welcome the 1986 Education Act as a way of giving parents more say in the affairs of school?
YES ☐ NO ☐
5. Did you have to campaign to be elected as a parent governor?
YES ☐ NO ☐
6. Are you considered to be the mouthpiece of the whole parent body of the school?
YES ☐ NO ☐
7. Do you as a parent governor have much say in the school curriculum and the organisation of the school?
YES ☐ NO ☐
8. Do you support the view that decisions on the curriculum should be totally left to the head in conjunction with the staff?
YES ☐ NO ☐
9. As a parent governor are you an ex-officio member of the school's PTA Committee or similar association?
YES ☐ NO ☐
10. Does your school encourage parent governors to arrange educational meetings and social events for parents?
YES ☐ NO ☐

11. Does your school invite staff members in rotation to talk to the governors about their subject areas and discuss examination results?

YES ☐ NO ☐

12. Do you have the full support and understanding of other parents?

YES ☐ NO ☐

13. Are you as parent governor accepted by both the Head of the school and the LEA in a spirit of partnership?

YES ☐ NO ☐

14. Are you knowledgeable about present systems of education and particularly the system operated by your school?

YES ☐ NO ☐

15. Have there been some courses, seminars or workshops or any sort of training for governors?

YES ☐ NO ☐

16. If your answer to number 16 above is NO would you welcome some such courses, seminars etc. for all governors?

YES ☐ NO ☐

17. Are the recommendations by governors always implemented by the Local authority?

YES ☐ NO ☐

18. Since by the 1986 Education Act parent governors are equal in number to the local authority representatives, do you think this is a good balance of power?

YES ☐ NO ☐

19. Are there any arrangements for parents to communicate easily with their governors?

YES ☐ NO ☐

20. Do you think the Government has given enough opportunity for parents to be fully involved in their child's education by the 1986 Education Act?

YES ☐ NO ☐

21. Are you satisfied with the 1986 Education Act relating to Governing Board?

YES ☐

NO ☐

22. As far as you know has there ever been a parent governor elected as a chairperson?

YES ☐

NO ☐

THANK YOU FOR ANSWERING THIS QUESTION.

Appendix B Articles and Instrument of Government

COVENTRY CITY COUNCIL

Articles of Government No.

County: West Midlands

District: Coventry

Schools:

EDUCATION (NO.2) ACT 1986
COUNTY PRIMARY, SECONDARY AND
MAINTAINED SPECIAL SCHOOLS
(ARTICLES OF GOVERNMENT) Order 1988

Made: 1988

Coming into force: 1st September 1988

In exercise of the powers conferred by section 1(2) of the Education (No.2) Act 1986, and after carrying out such consultations as are required to be carried out under section 2 of that Act, the Council being the local education authority for the City of Coventry make the following Order:-

1. This Order may be cited as the County Primary, Secondary and Maintained Special Schools (Articles of Government) Order 1988 and shall come into force on 1st September 1988.
2. The Articles of Government for those County Primary, Secondary and Maintained Special Schools maintained by the Council as are listed in Schedule III hereto shall be those set out in Schedule I hereto.
3. The Articles set out in Schedule I shall have effect in substitution for the existing Articles of Government listed in Schedule II and the orders specified in Schedule II hereto are hereby revoked, both with effect from the coming into force of this Order.

SCHEDULE I
ARTICLES OF GOVERNMENT

1. INTERPRETATION

1.1 In these Articles, unless the context otherwise required:-

"the 1944 Act" means the Education Act 1944;

"the 1980 Act" means the Education Act 1980;

"the 1981 Act" means the Education Act 1981;

"the 1986 Act" means the Education (No.2) Act 1986;

"the Chief Officer of Police" means the Chief Superintendent of Police for the City of Coventry, for the time being, or his successor:

"the Council" means the Coventry City Council acting as the local education authority and where a function has been delegated by the Council, a committee or sub-committee thereof to a committee, sub-committee, body or person, that committee, sub-committee body or person.

"boarder" includes a pupil who boards during the week but not at weekends;

"exclude" in relation to a pupil, means exclude on disciplinary grounds;

"the Governing Body" means in relation to a school to which these Articles apply, the governing body of the School. and "governor" means a member of the Governing Body;

"the Head Teacher" means in relation to a school to which these Articles apply, the person who is, from time to time, the head teacher (or acting head teacher) of the school;

"the School" means any of the schools listed in Schedule III below, except where expressly indicated by reference to a particular category of school;

"school day" means any day on which at the School there is a school session.

- 1.2 Any reference in these Articles to a paragraph is a reference to a paragraph thereof and any reference in a paragraph to a sub-paragraph is a reference to a sub-paragraph of that paragraph.

2. CONDUCT OF THE SCHOOL

- 2.1 The conduct of the School shall be under the direction of the Governing Body, but subject to any provision contained in these Articles conferring specific functions on any person other than the Governing Body, and subject to any provision made by or under the 1986 Act or any other enactment.
- 2.2 Subject as mentioned in Article 2.1 above and to any provision made elsewhere in these Articles, the Head Teacher is responsible for the internal organisation and management of the School and for exercising supervision over the teaching and non-teaching staff (other than the Clerk to the Governing Body).

3. CURRICULUM

- 3.1 It is the duty of the Governing Body to consider -
 - (a) the policy of the Council as to the secular curriculum for the Council's schools as expressed in the statement made by the Council under section 17 of the 1986 Act;

- (b) what, in their opinion, should be the aims of the secular curriculum for the School; and
- (c) how (if at all) the Council's policy with regard to matters other than sex education should in their opinion be modified in relation to the School;

and to make, and keep up to date, a written statement of their conclusions.

3.2 It is the duty of the Governing Body -

- (a) to consider separately (while having regard to the Council's statement under section 17 of the 1986 Act) the question whether sex education should form part of the secular curriculum for the School; and
- (b) to make, and keep up to date, a separate written statement -
 - (i) of their policy with regard to the content and organisation of the relevant part of the curriculum; or
 - (ii) where they conclude that sex education should not form part of the secular curriculum, of that conclusion.

3.3 It is the duty of the Governing Body -

- (a) when considering the matters mentioned in Article 3.1 and 3.2 above, to do so in consultation with the Head Teacher and to have regard -
 - (i) to any representations which are made to them, with regard to any of those matters, by any persons connected with the community served by the School; and
 - (ii) to any such representations which are made to them by the chief officer of police and which are connected with his/her responsibilities;
- (b) to consult the Council before making or varying any statement under Article 3.1 above; and
- (c) to furnish the Council and Head Teacher with an up to date copy of any statement made by them under this Article.

3.4 It is the duty of the Head Teacher to make any statement furnished to him/her under this Article, or under section 17 of the 1986 Act, available at all reasonable times to persons wishing to inspect it.

3.5 The determination and organisation of the secular curriculum for the School is the responsibility of the Head Teacher and it is his/her duty to secure that that curriculum is followed within the School.

3.6 It is the duty of the Head Teacher, in discharging his/her duties in relation to the secular curriculum for the school -

- (a) to consider the statement of the Council under section 17 of the 1986 Act and those of the Governing Body under this Article;
- (b) to have regard -
 - (i) to any representations which are made to him/her with regard to the determination or organisation of the secular curriculum, by any persons connected with the community served by the School; and
 - (ii) to any such representations which are made to him/her by the chief officer of police and which are connected with that officer's responsibilities; and
- (c) to ensure that that curriculum -
 - (i) so far as it relates to sex education, is compatible with the Governing Body's policy (as expressed in their statement under Article 3.2); except where that policy is incompatible with any part of the syllabus for a course which forms part of that curriculum and leads to a public examination;
 - (ii) so far as it relates to other matters, is compatible with the Council's policy (as expressed in their statement) or, to the extent to which it is incompatible, is compatible with the policy as modified by the Governing Body's statement under Article 3.1; and
 - (iii) is compatible with the enactments relating to education (including, in particular, those relating to children with *special educational needs*).

3.7 The Governing Body may review their conclusions about the matters mentioned in Articles 3.1 and 3.2 whenever they think fit, and shall do so immediately in the case of County Primary and Secondary Schools following the implementation of any proposal under -

- (a) section 16 of the 1944 Act (transfer of schools to new sites);
- (b) section 12 or 13 of the 1980 Act (establishment, alteration and discontinuance of schools); or
- (c) section 15 of the 1980 Act (reduction of school places);

which materially affects the School.

OR

in the case of Maintained Special Schools, any change in any of the arrangements made for pupils at any of these schools and their special educational needs which must be complied with (by virtue of regulations made under section 12 of the 1981 Act) for the school to be approved as a maintained special school under section 9(5) of the 1944 Act.

3.8 It is the duty of the Governing Body, where -

- (a) they have completed such a review; and
- (b) they consider it appropriate to make a fresh written statement of their conclusions;

to do so and to furnish the Council and the Head Teacher with a copy of it.

4. SCHOOL TERMS, ETC.

4.1 It is the duty of the Council to determine -

- (a) the times at which the School session is to begin and end on any day; and
- (b) the dates and times at which the School terms and holidays are to begin and end.

4.2 The Council may require pupils in attendance at the School to attend at any place outside the School premises for the purpose of receiving any instruction or training included in the secular curriculum for the School.

5. DISCIPLINE

5.1 It is the duty of the Head Teacher -

- (a) to determine measures (which may include the making of rules and provision for enforcing them) to be taken with a view to -
 - (i) promoting, among pupils at the School, self-discipline and proper regard for authority;
 - (ii) encouraging good behaviour on the part of those pupils;
 - (iii) securing that the standard of behaviour of those pupils is acceptable; and
 - (iv) otherwise regulating the conduct of those pupils;
- (b) in determining any such measures -
 - (i) to act in accordance with any written statement of general principles provided for him/her by the Governing Body; and
 - (ii) to have regard to any guidance that they may offer in relation to particular matters; and
- (c) to make any such measures generally known within the School.

5.2 The standard of behaviour which is to be regarded as acceptable at the School shall be determined by the Head Teacher so far as it is not determined by the Governing Body.

5.3 It is the duty of the Governing Body and the Head Teacher to consult the Council, before determining any such measures, on any matter arising from the proposed measures which can reasonably be expected -

- (a) to lead to increased expenditure by the Council; or
- (b) to affect the responsibilities of the Council as an employer.

5.4 The power to exclude a pupil from the School (whether by suspension, expulsion or otherwise) shall be exercisable only by the Head Teacher.

6. EXCLUSION PROCEDURES

6.1 It is the duty of the Head Teacher -

- (a) where he/she excludes from the School a pupil who is under eighteen to take (without delay) reasonable steps to inform a parent of the pupil of the period of exclusion and the reason for it;
- (b) where he/she decides that any exclusion of such a pupil from the School which was originally for a fixed or indefinite period should be made permanent, to take (without delay) reasonable steps to inform a parent of the pupil of his/her decision and of the reasons for it;
- (c) where he/she excludes any pupil from the School to take (without delay) reasonable steps to inform the pupil, if the pupil is aged eighteen or over, or a parent of the pupil if the pupil is under eighteen, that the pupil if, aged eighteen or over, or parent, if the pupil is under eighteen, may make representations about the exclusion to the Governing Body and the Council; and
- (d) where he/she excludes a pupil from the School -
 - (i) for more than five school days (in the aggregate) in any one term; or
 - (ii) in circumstances in which the pupil would, as a result of his/her exclusion from the School, lose an opportunity to take any public examination;

to inform the Council and the Governing Body (without delay) of the period of the exclusion and of the reasons for it and where he/she decides that any exclusion of a pupil from the School which was originally for a fixed or indefinite period should be made permanent, to inform them (without delay) of his/her decision and of the reasons for it.

6.2 Where -

- (a) a pupil has been excluded from a school in circumstances in which that pupil would, as a result of his exclusion from the school, lose an opportunity to take any public examination; and

- (b) the Council wish to consult the Governing Body of the School with a view to exercising, as a matter of urgency, any power vested in the Council (by virtue of section 24 or 25 of the 1986 Act) of directing the Head Teacher of the School to reinstate the pupil, but are unable to contact the Chairman or Vice-Chairman of the Governing Body;

the Council may direct the Head Teacher to reinstate the pupil without consulting the Governing Body.

7. REINSTATEMENT PROCEDURES

7.1 **It is the duty of the Council** where they have been informed of the permanent exclusion of a pupil from the School -

- (a) to consider, after consulting the Governing Body, whether he/she should be reinstated immediately, reinstated by a particular date or not reinstated;
- (b) where they consider that he/she should be reinstated, to give the appropriate direction to the Head Teacher: and
- (c) where they consider that he/she should not be reinstated, to inform (without delay) the pupil if the pupil is aged eighteen or over or a parent of the pupil if the pupil is under eighteen of their decision.

7.2 **It is the duty of the Head Teacher**, where he/she has excluded a pupil from the School -

- (a) for more than five schol days (in the aggregate) in any one term; or
- (b) in circumstances in which the pupil would, as a result of his/her exclusion from the School, lose an opportunity to take any public examination;

to comply with any direction for the reinstatement of the pupil given by the Governing Body or the Council, in the case of an exclusion for a fixed period, or by the Governing Body, in the case of an exclusion which is for an indefinite period or is permanent.

7.3 **It is the duty of the Council**, where they have been informed of the indefinite exclusion of a pupil from the School, to consult the Governing Body and, where the Governing Body do not intend to direct the Head Teacher to reinstate the pupil or the Council consider that he/she should be reinstated by a date which is earlier than that determined by the Governing Body as the date by which he/she is to be reinstated -

- (a) to direct that he/she be reinstated immediately; or
- (b) to direct that he/she be reinstated within such period as may be specified in the direction.

7.4 **It is the duty of the Council** where -

- (a) they have been informed of the exclusion of a pupil from the School for a fixed period; and
- (b) they propose to give a direction for his/her reinstatement;

to consult the Governing Body before doing so.

- 7.5 Any direction given by virtue of Article 7.3 shall cease to have effect (without prejudice to any subsequent direction given by virtue of any other provision made by this Article) if the Head Teacher decides that the exclusion of the pupil concerned should be made permanent.
- 7.6 **It is the duty of the Head Teacher** to comply with any direction given in exercise of the duty imposed on the Council under Article 7.1 or 7.3, but subject to Articles 7.5, 7.7, 7.10 and 7.11.
- 7.7 **It is the duty of the Head Teacher**, where conflicting directions for the reinstatement of a pupil are given by the Governing Body and the Council, to comply with that direction which will lead to the earlier reinstatement of the pupil.
- 7.8 **It is the duty of the Governing Body and the Authority** to inform each other and -
- (a) the pupil concerned, if the pupil is aged eighteen or over; or
 - (b) a parent of the pupil concerned, if the pupil is under eighteen;
- of any direction, of a kind mentioned in this Article, which is given by them.
- 7.9 **It is the duty of the Council**, when (following the consideration which they are required to give to the case by virtue of Article 7.1) they inform a pupil or a parent of a pupil, of their decision that the pupil should not be reinstated, to inform the pupil or (as the case may be) the parent of his/her right (under the arrangements referred to in Article 8) to appeal against the decision.
- 7.10 Where, in accordance with Article 7.1, the Council give a direction to the Head Teacher for the reinstatement of any pupil who has been permanently excluded, the direction shall not have effect for a period of seven days beginning with the day on which the Governing Body are informed of the direction by the Council unless, within that period the Governing Body inform the Council, that they do not intend to appeal (under the arrangements referred to in Article 8) against the direction.
- 7.11 Where, before the end of that period, the Governing Body lodge an appeal against the direction in accordance with the arrangements referred to in Article 8 -
- (a) the Council shall inform the pupil (if he/she is aged eighteen or over) or a parent of the pupil (if the pupil is under eighteen) of his/her right to make representations to the appeal committee; and
 - (b) the direction shall not have effect unless it is confirmed by the appeal committee or the appeal is withdrawn.

8. APPEALS

- 8.1 The Council shall, pursuant to section 26 of the 1986 Act, make arrangements for enabling -
- (a) a registered pupil at the School who is aged eighteen or over, or a parent of a registered pupil at the School in the case of a pupil at the School who is under eighteen, to appeal against any decision not to reinstate the pupil following his/her permanent exclusion from the School; and

- (b) the Governing Body of the School, where the Head Teacher has been directed by the Council to reinstate any registered pupil at the School who has been permanently excluded, to appeal against the direction;

provided that no appeal may be lodged after the direction has taken effect.

- 8.2 Any such appeal shall be to an appeal committee constituted in accordance with Part I of Schedule 2 to the 1980 Act; and Schedule 3 to the 1986 Act shall have effect, in place of part II of Schedule 3 to the 1980 Act, in relation to any such appeal.
- 8.3 The decision of an appeal committee on any such appeal shall be binding on the persons concerned; and where the appeal committee determines that the pupil in question should be reinstated it shall direct that he/she be reinstated immediately or direct that he/she be reinstated by such date as is specified in the direction.

9. FINANCE

- 9.1 It is the duty of the Council (with a view to assisting the Governing Body to judge whether expenditure in relation to the School represents the economic, efficient and effective use of resources) to furnish the Governing Body, once in every year, with a statement of -
 - (a) expenditure incurred or proposed to be incurred by the Council in meeting the day to day cost of running the School (it being as the Council think appropriate); and
 - (b) such expenditure of a capital nature, incurred or proposed to be incurred by the Council, as they consider appropriate.
- 9.2 It is the duty of the Council to make available, in every year, a sum of money which the Governing Body are to be entitled to spend at their discretion (but subject to Article 9.3) on books, equipment, stationery, and such other heads of expenditure (if any) as may be specified by the Council or prescribed by regulations made by the Secretary of State.
- 9.3 It is the duty of the Governing Body, in spending any such sum, to comply with such reasonable conditions as the Council think fit to impose.
- 9.4 The Governing Body may delegate to the Head Teacher, to such extent as they may specify, their powers in relation to the sum so made available.
- 9.5 It is the duty of the Governing Body not to incur any expenditure under any of the heads of expenditure mentioned in Article 9.2 which, in the opinion of the Head Teacher, would be inappropriate in relation to the curriculum for the School.

REPORTS AND MEETINGS

10. GOVERNORS' REPORT TO PARENTS

- 10.1 It is the duty of the Governing Body to prepare, once in every school year, a report ("the Governors' Report") containing -

- (a) a summary of the steps taken by the Governing Body in the discharge of their functions during the period since their last report; and
- (b) such other information as is mentioned in this Article.

10.2 The Governors' Report shall, in particular -

- (a) be as brief as is reasonably consistent with the requirements of this Article as to its contents;
- (b) give details of the date, time and place for the next Annual Parents' Meeting to be held by the Governing Body and its agenda where the Governing Body are required to hold such a meeting in that year under Article 11;
- (c) indicate (in such a case) that the purpose of that meeting will be to discuss both the Governors' Report and the discharge by the Governing Body, the Head Teacher and the Council of their functions in relation to the School; and
- (d) report on the consideration which has been given to any resolutions passed at the previous such meeting.

10.3 The Governors' Report shall -

- (a) give the name of each member of the Governing Body and indicate whether he/she is a parent or a teacher governor or was co-opted or otherwise appointed as a governor or is an ex officio governor;
- (b) say, in the case of an appointed governor, by whom he/she was appointed;
- (c) give, in relation to each governor who is not an ex officio governor, the date on which his/her term of office comes to an end;
- (d) name, and give the address of, the Chairman of the Governing Body and their Clerk;
- (e) give such information as is available to the Governing Body about arrangements for the next election of parent governors;
- (f) contain a financial statement -
 - (i) reproducing or summarising the latest financial statement provided for the Governing Body by the Authority under Article 9;
 - (ii) indicating, in general terms, how any sum made available to the Governing Body by the Council under that Article in the period covered by the report was used; and
 - (iii) giving details of the application of any gifts made to the School in that period.

- (g) in the case of a school - other than a special school - with pupils who have attained the age of fifteen years, give such information in relation to public examinations as is required to be published by virtue of Regulation 15(1) of the Education (School Information) Regulations 1981;
- (h) describe what steps have been taken by the Governing Body to develop or strengthen the School's links with the community (including links with the police); and
- (i) draw attention to the information made available to parents of registered pupils by the Governing Body in accordance with any regulations (if and when) made under Section 20 of the 1986 Act relating to any syllabuses to be followed by those pupils and to the educational provision made for them by the School.

10.4 The Governing Body -

- (a) may produce their report in such language or languages (in addition to English) as they consider appropriate; and
- (b) shall produce it in such language or languages (in addition to English and any other language in which the Governing Body propose to produce it) as the Council may direct.

10.5 The Governing Body shall take such steps as are reasonably practicable to secure that -

- (a) the parents of all registered pupils at the school are given (free of charge) where applicable not less than two weeks before the date of the Annual Parents' Meeting at which the report is to be considered, a copy of the Governors' Report;
- (b) all persons employed at the School are given (free of charge) a copy of the report; and
- (c) copies of the report are available for inspection (at all reasonable times and free of charge) at the School.

11. ANNUAL PARENTS' MEETING

11.1 It is the duty of the Governing Body to hold a meeting once in every school year ("the Annual Parents' Meeting") which is open to -

- (a) all parents of registered pupils at the School;
- (b) the Head Teacher; and
- (c) such other persons as the Governing Body may invite.

11.2 The purpose of the meeting shall be to provide an opportunity for discussion of -

- (a) the Governors' Report; and
- (b) the discharge by the Governing Body, the Head Teacher and the Council of their functions in relation to the School.

- 11.3 Only parents of a registered pupil at the School may vote on any question put to the meeting.
- 11.4 The proceedings at any Annual Parents' Meeting shall be under the control of the Governing Body.
- 11.5 Where the required number of parents of registered pupils at the School are present at such a meeting, the meeting may pass (by a simple majority) resolutions on any matters which may properly be discussed at the meeting.
- 11.6 It is the duty of the Governing Body -
- (a) to consider any resolution which is duly passed at such a meeting and which they consider is a matter for them;
 - (b) to send to the Head Teacher a copy of any such resolution which they consider is a matter for him/her; and
 - (c) to send to the Council a copy of any such resolution which they consider is a matter for the Council.
- 11.7 It is the duty of the Head Teacher, and of the Council, to consider any such resolution a copy of which has been sent to him/her or them, by the Governing Body and to provide the Governing Body with a brief written comment on it for inclusion in their next Governors' Report.
- 11.8 Any question whether any person is to be treated as the parent of a registered pupil at the School, for the purposes of any provision of these Articles relating to the Annual Parents' Meeting, shall be determined by the Council in accordance with the definition of "a parent" contained in Clause 1.3 of the Instrument of Government relating to the School.
- 11.9 In Article 11.5 "the required number" means any number equal to at least twenty per cent of the number of registered pupils at the School.
- 11.10 In the case of a Maintained Special School established in a hospital, where the Governing Body are of the opinion that it would be impracticable to hold an Annual Parents' Meeting in a particular school year they may refrain from holding such a meeting in that year.
- 11.11 In the case of a Maintained Special School (other than one established in a hospital) where the proportion of registered pupils who are boarders is, or is likely to be, at least fifty per cent,
- (a) the Governing Body are of the opinion that it would be impracticable to hold an Annual Parents' Meeting in a particular school year; and
 - (b) at least fifty per cent of the registered pupils at the School are boarders at the time when the Governing Body form that opinion;
- they may refrain from holding such a meeting in that year. This applies to The Meadows and Corley Residential Schools (section 31(8) of the 1986 Act refers).

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12. REPORTS OF GOVERNING BODY AND HEAD TEACHER

It is the duty of -

- (a) **the Governing Body** to furnish to the Council such reports in connection with the discharge of their functions as the Council may require (either on a regular basis or from time to time); and
- (b) **the Head Teacher** to furnish to the Governing Body or (as the case may be) the Council such reports in connection with the discharge of his/her functions as the Governing Body or the Council may so require.

13. ADMISSIONS

13.1 With regard to County Primary Schools subject to Sections 6 to 8 of the 1980 Act and to Article 13.2, the arrangements for the admission of pupils to the School shall be determined by the Council.

13.2 The Council shall -

- (a) at least once in every school year, consult the Governing Body as to whether those arrangements are satisfactory; and
- (b) consult the Governing Body before determining or varying any of them.

APPOINTMENT AND DISMISSAL OF STAFF

14. STAFFING COMPLEMENT OF THE SCHOOL

14.1 The Council shall, pursuant to section 34 of the 1986 Act, determine a complement for the School of teaching and non-teaching posts.

14.2 In accordance with that section, the complement shall include -

- (a) all full-time teaching posts at the School; and
- (b) all part-time teaching posts at the School.

14.3 In accordance with that section, the complement shall not include any staff employed by the Council solely in connection with either or both of the following -

- (a) the provision of meals;
- (b) the supervision of pupils at midday.

15. CONTROL OF COUNCIL RELATING TO APPOINTMENT AND DISMISSAL OF STAFF

Subject to these Articles, the appointment and dismissal of staff shall be under the control of the Council.

16. APPOINTMENT PROCEDURES

It is the duty of the Council to consult the Governing Body and the Head Teacher before appointing any person to work solely at the School otherwise than -

- (a) in a teaching post;

- (b) in a non-teaching post which is part of the complement of the School;
or
- (c) solely in connection with either or both of the following -
 - (i) the provision of meals;
 - (ii) the supervision of pupils at midday.

17. SELECTION PANEL

- 17.1 A selection panel shall be constituted whenever such a panel is required by virtue of Article 18 or 20 in relation to the appointment of a head teacher or deputy head teacher.
- 17.2 The selection panel shall consist of three persons appointed to it by the Council and three governors appointed to it by the Governing Body.
- 17.3 The Governing Body and the Council may replace, at any time, any member of the selection panel whom they have appointed.
- 17.4 Proceedings of Selection Panels shall be under the control of the panel and any question coming or arising before such a panel shall be decided by a majority of its members (including any not voting on the question), with no member of the panel having a second or casting vote.
- 17.5 Meetings of such panels shall be requisitioned by the Council concerned as the occasion may require:

Provided that the Council shall give the Governing Body of the School reasonable notice of any such meeting.
- 17.6 Any question whether a person who is neither a member of such a panel nor the Director of Education (or a member of his department nominated by him), should be entitled to attend any proceedings of the panel (including interviews), shall be decided by the panel.

18. APPOINTMENT OF HEAD TEACHERS

- 18.1 It is the duty of the Council not to appoint a person to be the head teacher of the School unless his/her appointment has been recommended by a Selection Panel constituted in accordance with Article 17.
- 18.2 It is the duty of the Council, in the event of the post of head teacher being vacant, to appoint an acting head teacher after consulting the Governing Body.
- 18.3 It is the duty of the Council, before appointing a head teacher, to advertise the vacancy in such publications circulating throughout England and Wales as they consider appropriate.
- 18.4 It is the duty of the Selection Panel constituted in relation to the appointment of a head teacher to interview such applicants for the post as they think fit.
- 18.5 In the event of a failure of the Selection Panel to agree on the applicants whom they wish to interview -

- (a) those members of the Selection Panel appointed by the Governing Body may nominate not more than two applicants to be interviewed by the Selection Panel; and
 - (b) the other members of the Selection Panel may nominate not more than two other applicants to be so interviewed.
- 18.6 The Selection Panel shall, where they consider that it is appropriate to do so, recommend to the Council for appointment as head teacher one of the applicants interviewed by them.
- 18.7 The Selection Panel shall, where they are unable to agree on a person to recommend to the Council -
 - (a) repeat (with a view to reaching agreement) such of the steps which they are required to take by virtue of Articles 18.4 to 18.6 as they think fit;
 - (b) where they have repeated any of those steps and remain unable to agree, or have decided that it is not appropriate to repeat any of them, require the Council to re-advertise the vacancy; and
 - (c) where the vacancy is re-advertised, repeat all of those steps.
- 18.8 The Selection Panel shall, where the Council decline to appoint a person recommended by them -
 - (a) where there are applicants for the post whom they have not interviewed, interview such of those applicants (if any) as they think fit;
 - (b) recommend another of the applicants interviewed by them, if they think fit;
 - (c) ask the Council to re-advertise the vacancy, if they consider that it should be re-advertised; and
 - (d) where the vacancy is re-advertised, repeat the steps which they are required to take by virtue of Articles 18.4 to 18.6.
- 18.9 The Council shall re-advertise the post of head teacher where they are required to do so by the Selection Panel; and may do so where -
 - (a) the post has been duly advertised;
 - (b) the Selection Panel have failed to make either a recommendation which is acceptable to the Council, or failed to make a request that the post be re-advertised; and
 - (c) the Council are of the opinion that the Selection Panel have had sufficient time in which to carry out their functions.
- 18.10 The Director of Education or "an officer" nominated by him/her may attend all proceedings of the Selection Panel (including interviews) for the purpose of giving advice to the members of the Selection Panel.
- 18.11 In this Article "head teacher" does not include an acting head teacher.

19. APPOINTMENT OF OTHER STAFF

19.1 It is the duty of the Council, where there is a vacancy in any post which is part of the complement of the School -

- (a) to decide whether, in the case of a post which is not a new one, it should be retained;
- (b) to advertise the vacancy, and fill it in accordance with the procedure laid down by virtue of Article 19.3, unless they have the intention mentioned in sub-paragraph (c) hereof; and
- (c) to fill the vacancy in accordance with the procedure laid down by virtue of Article 19.5, if they intend to appoint a person who, at the time when they form that intention, is an employee of theirs or has been appointed to take up employment with them at a future date.

19.2 This Article does not apply in relation to the appointment of a head teacher, or to any temporary appointment made pending -

- (a) the return to work of the holder of the post in question; or
- (b) the taking of any steps required by this Article in relation to the vacancy in question.

19.3 It is the duty of -

- (a) the Council, where they decide to advertise the vacancy, to do so in a manner likely in their opinion to bring it to the notice of persons (including employees of theirs) who are qualified to fill the post;
- (b) the Governing Body, where the vacancy is advertised -
 - (i) to interview such applicants for the post as they think fit; and
 - (ii) where they consider that it is appropriate to do so, to recommend to the Council for appointment to the post one of the applicants interviewed by them;
- (c) the Governing Body, where they are unable to agree on a person to recommend to the Council -
 - (i) to repeat the steps which they are required to take by virtue of paragraph (b) hereof, if they consider that to do so might lead to their reaching agreement;
 - (ii) where they have repeated those steps and remain unable to agree, or have decided that it is not appropriate to repeat them, to ask the Council to re-advertise the vacancy; and
 - (iii) where the vacancy is re-advertised, to repeat those steps.

- (d) **the Governing Body**, where the Council decline to appoint a person recommended to them -
 - (i) where there are applicants for the post whom they have not interviewed, to interview such of those applicants (if any) as they think fit;
 - (ii) to recommend another of the applicants interviewed by them, if they think fit;
 - (iii) to ask the Council to re-advertise the vacancy, if they consider that it should be re-advertised; and
 - (iv) where the vacancy is re-advertised, to repeat the steps which they are required to take by virtue of paragraph (b) hereof;
- (e) **the Council**, where they are asked by the Governing Body to re-advertise the vacancy, to do so unless they decide -
 - (i) that the post is to be removed from the complement of the School; or
 - (ii) to appoint a person who, at the time when that decision is made, is an employee of theirs or has been appointed to take up employment with them at a future date.

19.4 Where the vacancy is advertised -

- (a) the Head Teacher, where he/she would not otherwise be entitled to be present; and
- (b) such person (if any) as the Council appoint to represent them;

shall be entitled to be present for the purpose of giving advice, whenever any members of the Governing Body meet to discuss the appointment or an applicant is interviewed.

19.5 Where the vacancy is not being advertised -

- (a) the Governing Body may determine a specification for the post in consultation with the Head Teacher and, where they do so, shall send a copy of it to the Council; and
- (b) the Council shall -
 - (i) have regard to any such specification and consult the Governing Body and the Head Teacher, when considering whom to appoint to the post; and
 - (ii) if they make an appointment to a teaching post with which the Governing Body disagree, report the fact to the next meeting of the Education Committee (or a sub-committee thereof).

19.6 The Council shall not appoint a person to a post which they have advertised in accordance with requirements imposed by Article 19.3 unless -

- (a) his/her appointment has been recommended in accordance with those requirements; or
- (b) the Council decide to appoint a person who, at the time when that decision is made, is an employee of theirs or has been appointed to take up employment with them at a future date.

19.7 The Governing Body may delegate any of their functions under this Article, in relation to the filling of a particular vacancy or a vacancy of a kind specified by them to -

- (a) one or more of their members;
- (b) the Head Teacher; or
- (c) one or more of their members and the head teacher acting together;

and Article 19.3(e) or 19.5(b)(ii) shall apply in such a case with the substitution of references to the person or persons to whom the functions are delegated for references to the Governing Body.

19.8 Where the Council

- (a) are minded to appoint a particular person in their employ to fill any teaching post other than that of a head teacher at the School in accordance with the procedure laid down by section 38(4) of the 1986 Act, or in accordance with that procedure as applied in relation to new schools by paragraph 24(1) of Schedule 2 to that Act, (the Council having had regard to any specification provided by the Governing Body of the School under that procedure); and
- (b) require (in accordance with that procedure) to consult the Governing Body of the School with a view to appointing that person to that post as a matter of urgency, but are unable to contact the Chairman or Vice-Chairman of the Governing Body;

the Council may proceed with the appointment of that person to that post without consulting the Governing Body.

20. CLERK TO THE GOVERNING BODY

20.1 The Clerk to the Governing Body shall the Director of Education of the Council (or his representative) or such other person as shall be approved by the Council in accordance with arrangements to be determined and as may by the Council thereafter be varied in consultation with the Governing Body.

20.2 Arrangements so determined may be varied by the Council in consultation with the Governing Body.

20.3 The Council shall not dismiss the Clerk except in accordance with arrangements determined by them in consultation with the Governing Body.

20.4 The Governing Body shall have power, where the Clerk fails to attend any meeting of theirs, to appoint one of their number to act as clerk for the purposes of that meeting, but without prejudice to that person's position as governor.

20.5 **It is the duty of the Council** to consider any representations made to them by the Governing Body as to the dismissal of their clerk.

21. DISMISSALS

21.1 **It is the duty of the Council** to consult the Governing Body and the Head Teacher (except where he/she is the person concerned) before -

- (a) dismissing any person to whom Article 21.7 applies;
- (b) otherwise requiring any such person to cease to work at the School; or
- (c) permitting any such person to retire in circumstances in which he/she would be entitled to compensation for premature retirement.

21.2 **It is the duty of the Council**, where a teacher at the School is required to complete an initial period of probation, to consult the Governing Body and the Head Teacher before -

- (a) extending his/her period of probation; or
- (b) deciding whether he/she has completed it successfully.

21.3 **It is the duty of the Council**, where the Governing Body recommend to them that a person should cease to work at the School, to consider their recommendation.

21.4 The Governing Body and the Head Teacher shall both have power to suspend any person employed to work at the School where, in the opinion of the Governing Body or (as the case may be) the Head Teacher, his/her exclusion from the School is required.

21.5 **It is the duty of the Governing Body, or Head Teacher**, when exercising that power -

- (a) to inform the Council and the Head Teacher or (as the case may be) Governing Body forthwith; and
- (b) to end the suspension if directed to do so by the Council.

21.6 In this Article "suspend" means suspend without loss of emoluments.

21.7 This Article applies to any person who is employed -

- (a) in a post which is part of the complement of the School; or
- (b) to work solely at the School in any other post, otherwise than solely in connection with either or both of the following -
 - (i) the provision of meals;
 - (ii) the supervision of pupils at midday.

22. SCHOOL PREMISES

22.1 The use of the School premises at all times other than during any school session, or break between sessions on the same day, shall be under the control of the Governing Body.

22.2 The Governing Body shall exercise such control subject to any direction given to them by the Council and in so doing shall have regard to the desirability of the premises being made available (when not required by or in connection with the School) for use by members of the community served by the School.

22.3 The Governing Body and the Head Teacher shall comply with any direction issued to them by the Council concerning the security of the School premises and of anything belonging to the School.

23. HEALTH AND SAFETY MATTERS

The Governing Body and the Head Teacher shall comply with any direction issued to them by the Council concerning health and safety at the School.

24. MISCELLANEOUS

A copy of the Instrument of Government for the School and of these Articles shall be given by the Council (free of charge) to -

- (a) every member of the Governing Body: and
- (b) every teacher at the School.

SCHEDULE II

Revocation of existing orders.

SCHEDULE III

**List of Schools by category
(to be added later)**

COVENTRY CITY COUNCIL

Instrument of Government No:

County : West Midlands

District : Coventry

Schools :

EDUCATION (NO.2) ACT 1986 :

COUNTY PRIMARY, SECONDARY AND MAINTAINED SPECIAL
SCHOOLS (INSTRUMENT OF GOVERNMENT) ORDER 1988

Made: 1988

Coming into force: 1st September 1988

In exercise of the powers conferred by section 1(2) of the Education (No.2) Act 1986, and after carrying out such consultations as are required to be carried out under section 2 of the Act, the Council being the local education authority for the City of Coventry hereby make the following Order:-

1. This Order may be cited as County Primary, Secondary and Maintained Special Schools (Instrument of Government) Order 1988 and shall come into force on 1st September 1988.
2. This Instrument of Government shall apply to the schools listed in Schedule III to the County Primary, Secondary and Maintained Special Schools (Articles of Government) Order 1988, and shall be that set out in Schedule I hereto.
3. The Instrument set out in Schedule I shall have effect in substitution for the existing Instruments of Government listed in Schedule II, and the Orders specified in Schedule II hereto are hereby revoked, both with effect from the coming into force of this Order.

SCHEDULE IINSTRUMENT OF GOVERNMENT1. Construction

- 1.1 In pursuance of section 8(10) of the Education (No.2) Act 1986, this Instrument shall have effect subject to the Regulations from time to time in force under section 8(6) of that Act.
- 1.2 Any reference in this Instrument to a paragraph is a reference to a paragraph thereof and any reference in a paragraph to a sub-paragraph is a reference to a sub-paragraph of that paragraph.
- 1.3 In this Instrument, unless the context otherwise requires -

"the Act" means the Education (No.2) Act 1986:

"the Council" means the Coventry City Council acting as the local education authority and where a function has been delegated by the Council or a committee, sub-committee thereof to a committee, sub-committee, body or person, that committee, sub-committee, body or person;

"co-opted governor" has the meaning assigned thereto by paragraph 2.1(e);

"parent", in relation to a registered pupil, includes a guardian and every person who has the actual custody of the registered pupil;

"parent governor" has the meaning assigned thereto by paragraph 2.1(a);

"representative governor" has the meaning assigned thereto by paragraph 2.1(b);

"the School" means any of the schools to which this Instrument applies, except where expressly indicated by reference to a particular category of school;

"teacher" means a permanent full-time or part-time teacher remunerated pursuant to the provisions of the Teachers' Pay and Conditions Act 1987 but excludes all temporary teachers including supply teachers; and if a permanent part-time teacher is employed in more than one school, he/she must choose in writing one named school for which he/she wishes to be a "teacher" for the purposes of this Instrument;

"teacher governor" has the meaning assigned thereto by paragraph 2.1 c).

- 1.4 The number of registered pupils at the School at the date of this Instrument is set out in Schedule III hereto.

2. Composition of Governing Body

- 2.1 Subject to paragraph 5, the governing body of the School shall consist of the following categories of governors in such numbers as are specified in Schedule IV hereto:-

- (a) (i) for all schools except the Coventry and Warwickshire Hospital School, and The Meadows and Corley Special Residential Schools parent governors, that is to say, persons who are elected to the governing body of the School by parents of registered pupils at the School and who are themselves such parents at the time when they are elected;
- (ii) in the case of the Coventry and Warwickshire Hospital School where the required number of parents shall be made up by persons appointed by other members of the governing body but subject to paragraph 3 hereof;
- (iii) in the case of The Meadows and/or Corley Residential Schools where at least 50% of registered pupils are boarders where the required number of parents shall be made up by persons appointed by the other members of the governing body but subject to paragraph 3 hereof;

provided that if at any time the number of such parents standing for election is less than the number of vacancies, the required number shall be made up by persons appointed by the other members of the governing body, but subject to paragraph 3 hereof;

- (b) governors appointed by the Council;
- (c) teacher governor(s), that is to say, a person who is elected as a member of the governing body of the School by teachers at the School and who are themselves such teachers at the time of their election;
- (d) the head teacher unless he/she chooses not to be a governor;
- (e) co-opted governors, that is to say, persons who are appointed to be members of the governing body of the School by being co-opted by those governors who have not themselves been so appointed as co-opted governors.
- (f) in the case of a county primary school serving an area in which there is a minor authority, one governor appointed by that minor authority;
- (g) in the case of special schools, other than hospital special schools, one representative governor in the case of those schools with less than 100 pupils and two representative governors in the case of all other special schools, that is to say, persons who are appointed to be members of the governing body (jointly) by ... (and ...), being (a) voluntary organisations designated by the Council (for the purposes of section 7(3) of the Act) as the appropriate voluntary organisations concerned with matters in respect of which the School is specially organised;
- (h) in the case of the Coventry and Warwickshire Hospital School,
 - one governor appointed by the Coventry District Health Authority,

2.2 The head teacher may only exercise his/her right to choose to be a governor on the coming into operation of this Instrument, on his/her being appointed to the post of head teacher, and on 1st September 1992 (and 1st September in each fourth year thereafter).

Where the head teacher of a school decides not to be a governor thereof, or not to continue as a governor thereof, he/she shall give written notice of that decision to the clerk to the governing body of the school.

- 2.3 Where the head teacher is a governor, he/she shall be treated for all purposes as being an ex officio governor.
- 2.4 The constitution of the governing body of the School shall be reviewed in accordance with the provisions of section 11 of the Act on, or as soon as reasonably practicable after, the occurrence of any event which is a relevant event (as defined by section 11 of the Act) in relation to the School.
- 2.5 No person shall be qualified for membership of the governing body unless he/she is aged eighteen or over, at the date of his/her election or appointment.

3. Appointment of Parent Governors by Governing Body

- 3.1 It is the duty of the governors concerned, in appointing any parent governor under the proviso to paragraph 2.1(a):-

- (a) to appoint a person who is the parent of a registered pupil at the School, where it is reasonably practicable to do so or, where it is not, to appoint a person who is the parent of one or more children of compulsory school age;
- (b) not to appoint any person as a parent governor if that person is:
 - (i) an elected member of the Council;
 - (ii) an employee of the Council or of the governing body of any aided school maintained by the Council; or
 - (iii) a co-opted member of the Education Committee of the Council.

4. Connection with Local Business Community

4.1 It is the duty of the governors concerned, in co-opting any person to be a member of the governing body:-

- (a) to have regard:
 - (i) to the extent to which they and the other governors are members of the local business community; and
 - (ii) to any representations made to the governing body as to the desirability of increasing the connection between the governing body and that community; and
- (b) where it appears to them that no governor of the School is a member of the local business community, or that it is desirable to increase the number of governors who are, to co-opt a person who appears to them to be a member of that community.

5. Increase/Reduction in Number of Governors Following Review

5.1 During any relevant period the number of governors provided for by paragraph 2 above shall be increased/reduced to accord with the table in Schedule IV in the following categories:-

- (a) parent governors (paragraph 2.1(a));
- (b) governors appointed by the Council (paragraph 2.1(b));
- (c) teacher governors (paragraph 2.1(c));
- (d) co-opted governors (paragraph 2.1(e));
- (e) representative governors (paragraph 2.1(g)).

- 5.2 (a) For the purposes of this paragraph, "relevant period" means a period beginning on the date of a review carried out under section 11 of the Act which establishes that the number of registered pupils at the school has changed from one category size to another; and ending on the date of the next subsequent such review which establishes that the number of registered pupils at the school remains within the same category size.

(b) For the purposes of this paragraph "category sizes" are:

- (i) up to 99 pupils;
- (ii) 100 to 299 pupils;
- (iii) 300 to 599 pupils;
- (iv) 600 or more pupils.

- 5.3 Whenever the School has more governors of a particular category than are provided for by this Instrument, and the excess is not eliminated by the required number of governors of that category resigning, such number of governors of that category as is required to eliminate that excess shall cease to hold office.
- 5.4 The governors who are to cease to hold office shall be selected on the basis of seniority, the longest serving governor being the first to be selected to cease to hold office, and so on: and where it is necessary to select one or more governors from a group of equal seniority, it shall be done by drawing lots.

6. Governors' Term of Office

- 6.1 Each governor, other than an ex officio governor, shall hold office for a term of four years.
- 6.2 Sub-paragraph (1) shall not be taken to prevent a governor from being elected or appointed for a further term, or from being disqualified, by virtue of regulations made under section 8(6) of the Act, from continuing to hold office.
- 6.3 Any governor may at any time resign his/her office.
- 6.4 Any appointed governor, other than a parent governor or a co-opted governor, may be removed from office by the person or persons who appointed him/her.
- 6.5 Any governor who, without the consent of the governing body, has failed to attend the meetings of the governing body for a continuous period of twelve months beginning with the date of a meeting shall, on the expiry of that period, cease to hold office as a governor without prejudice, however, to his/her re-appointment or re-election.
- 6.6 A teacher governor shall, on ceasing to be employed at the school, cease to hold office as a governor.

7. Disqualifications

- 7.1 **Disqualification from membership of more than four governing bodies.**
- (a) On and after 1st September 1987 a person shall be disqualified for holding office as a governor of a school if, were he/she to be appointed or elected to that office, he/she would, at the date the appointment or election would have taken effect, be a member of the governing bodies of more than four schools.

- (b) Where a person, by virtue of appointments or elections made before 1st September 1987, is on 1st September 1989 a member of the governing bodies of more than four schools then, on that date, he/she shall be disqualified for continuing to hold office as a governor of those schools, without prejudice however, subject to paragraph (1), to his re-appointment or re-election as a governor of one or more thereof.
 - (c) A person who is on 1st September 1987, or (by virtue of offices taken up after that date) subsequently becomes, an ex officio member of the governing bodies of more than four schools shall be disqualified for continuing to hold office as such save -
 - (i) in the case of such four or lower number of those bodies as may for the time being be designated by him/her for the purposes hereof by notice in writing given to the clerks to the governing bodies so designated and to the clerks to the other governing bodies of which he/she would otherwise have been an ex officio member, such notice being expressed to have effect from a date not earlier than two months after the date thereof; and
 - (ii) until 1st September 1989, in the case of a governing body (not designated as aforesaid) of which he/she became an ex officio member before 1st September 1987.
- 7.2 Where there is a single governing body for a group of two or more schools, that group shall be treated for the purposes of this regulation as if it were a single school.
- 7.3 **Disqualification from membership of governing bodies -bankruptcy, etc.**
- 7.3.1 Subject to the provisions of this regulation, a person shall be disqualified for holding, or for continuing to hold, office as a governor of a school if he/she has been adjudged bankrupt or made a composition or arrangement with his/her creditors; and a governor, on becoming so disqualified, shall give written notice of the fact to the clerk to the governing body.
- 7.3.2 Where a person is disqualified by reason of his/her having been adjudged bankrupt, that disqualification shall cease -
- (a) unless the bankruptcy order made against that person is previously annulled, on his/her discharge from bankruptcy; and
 - (b) if the bankruptcy order is so annulled, on the date of the annulment.
- 7.3.3 Where a person is disqualified by reason of his/her having made a composition or arrangement with his/her creditors and he/she pays his/her debts in full, the disqualification shall cease on the date on which the payment is completed and in any other case it shall cease on the expiration of five years from the date on which the terms of the deed of composition or arrangement are fulfilled.

7.4 Disqualification from membership of governing bodies - criminal convictions

7.4.1 A person shall be disqualified for holding, or for continuing to hold, office as a governor of any school if, within five years before his/her appointment or election would otherwise have taken effect or since his/her appointment or election or, as the case may be, within five years before he/she would otherwise have become an ex officio governor or while such a governor, he/she has been convicted in the United Kingdom, the Channel Islands or the Isle of Man of any offence and has had passed on him/her a sentence of imprisonment (whether suspended or not) for a period of not less than three months without the option of a fine.

7.4.2 A person shall be disqualified for holding, or for continuing to hold, office as a governor of a particular school if within five years before his/her appointment or election as a governor of that school would otherwise have taken effect or since that appointment or election or, as the case may be, within five years before he/she would otherwise have become an ex officio governor of that school or while such a governor of that school, he/she has been convicted of an offence under section 40 of the Local Government (Miscellaneous Provisions) Act 1982(a) (nuisance and disturbance on education premises) which took place on the premises of that school or, where that school is a new school, on the premises of a school which is, in relation to that new school, a discontinued school.

7.4.3 For the purposes of paragraph (2) above, a school is a discontinued school if -

- (a) the school is to be discontinued; and
- (b) the pupils at the school, or a substantial number of those pupils, are expected to transfer to the new school.

Where, by virtue of this regulation, a person becomes disqualified for holding office as a governor of any school of which he/she is, or was seeking to become, a governor he/she shall, upon becoming so disqualified, give notice of the fact to the clerk to the governing body of the school.

8. Meetings

8.1 The quorum for a meeting of the governing body shall be one third (rounded up to a whole number) of the membership thereof when complete.

8.2 The quorum for the purpose of -

- (a) making appointments pursuant to the proviso to paragraph 2(1) (a); and
- (b) appointing co-opted governors pursuant to paragraph 2(1) (e);

shall be three quarters (rounded up to a whole number) of the governors concerned.

- 8.3 The governing body shall hold at least one meeting in every school term.
- 8.4 The governing body shall, in addition to holding a meeting at least once in every term, hold such other meetings as may be necessary for the efficient discharge of their functions.
- 8.5 All meetings of the governing body shall be summoned by the clerk to the governing body.
- 8.6 At any time at the written request of the Chairman or of three members of the governing body, the clerk to the governing body shall summon a special meeting of the governing body where only that business specified on the agenda shall be discussed.
- 8.7 Every member of the governing body and the head teacher (if he is not a governor) shall be given at least seven clear days before the date of a meeting -
 - (a) written notice thereof, signed by the clerk; and
 - (b) a copy of the agenda for the meeting.

Provided that where the Chairman or, in his absence, the Vice-Chairman, so directs on the ground that there are matters demanding urgent consideration, it shall be sufficient if the written notice convening a meeting, and the copy of the agenda therefor, are given within such shorter period as he directs.

- 8.8 For the purposes of this paragraph written notice of a meeting and a copy of the agenda therefor may be given to a person by leaving it at, or sending it by post to, his usual place of residence.
- 8.9 The convening of a meeting and the proceedings conducted thereat shall not be invalidated by reason of an individual not having received written notice of the meeting or of a copy of the agenda therefor.
- 8.10 A head teacher of a school who is not a governor thereof shall be entitled to attend any meeting of the governing body of the school subject, however, to paragraph 9.4 of this Instrument.
- 8.11 Any question whether a person (other than a governor of the School, the head teacher, the clerk to the governing body, the Director of Education or his representative) should be allowed to attend a meeting of the governing body shall be determined by the governing body.

9. Proceedings

- 9.1 The proceedings of the governing body shall not be invalidated by any vacancy among their number or by any defect in the appointment, election, selection or qualification of any member thereof.
- 9.2 Any question to be determined at a meeting of the governing body shall be decided by a majority of the members thereof present, eligible to vote and voting on the question and in the case of an equality of votes, the Chairman of the meeting shall have a second or casting vote.

- 9.3 A resolution to rescind or vary a resolution carried at a previous meeting shall not be proposed at a meeting of the governing body unless the consideration of the rescission or variation of the previous resolution is a specific item of business on the agenda for that meeting.
- 9.4 Subject to sub-paragraph (5), the provisions of Schedule II hereto shall have effect as to the circumstances and cases in which a member of a governing body, head teacher, Director of Education or any other person present at a meeting thereof shall -
- (a) withdraw from the meeting;
 - (b) not take part in the consideration or discussion of specified matters;
 - (c) in the case of a member, not be entitled to vote on any question with respect to a specified matter.
- 9.5 Where the governing body are considering disciplinary action (within the meaning of paragraph 5 of Schedule V) against a teacher or other person employed at the school, against a pupil, or arising out of an alleged incident involving a pupil, nothing in that Schedule shall be construed as precluding the governing body, at any disciplinary hearing conducted by them (including the hearing of an appeal) from allowing -
- (a) that teacher or other person, the pupil concerned, or a parent of the pupil, to attend the hearing and to be heard in the matter;
 - (b) a person who has made relevant allegations, to present those allegations at the hearing; or
 - (c) a person who is a material witness, to give relevant evidence.
- 10. Termination and Adjournment of Meetings**
- 10.1 If the number of governors assembled for a meeting of the governing body does not constitute a quorum therefor the meeting shall not be held.
- 10.2 If in the course of a meeting -
- (a) the governing body so resolve; or
 - (b) the number of governors present ceases to constitute a quorum therefor;
- the meeting is terminated therewith.
- 10.3 If a meeting is not held or is terminated as aforesaid before all the proposed business has been transacted, a further meeting shall be convened as soon as is reasonably practicable where only that business specified on the agenda for the special meeting shall be discussed.
- 10.4 If it is so resolved, a meeting of the governing body shall stand adjourned until the time and date specified in the resolution; and, in such case, the clerk shall endeavour to ensure that any governor not present when the resolution was carried is informed of its terms.
- 10.5 Any meeting may be adjourned by resolution.

11. Record of Persons Present at a Meeting

- 11.1 The names of the governors present at a meeting and of any person attending the meeting in pursuance of a right conferred by the Regulations shall be recorded in the minutes of the meeting.

12. Minutes

- 12.1 Minutes of proceedings of meetings of the governing body shall be drawn up by the clerk and entered by him/her in a book kept for the purpose and shall be signed at the same or a following meeting held not later than the end of the next following term by the person who is the Chairman thereof:

Provided that minutes may be entered on loose leaves consecutively numbered but in such case the person signing the minutes shall initial each leaf.

- 12.2 The minutes of the proceedings of the governing body shall be open to inspection by the Authority.

13. Publication of Minutes and Papers

- 13.1 Subject to paragraph (2), a copy of -

- (a) the agenda for every meeting of the governing body of a school;
- (b) the draft minutes of every such meeting if they have been approved by the chairman of the meeting;
- (c) the signed minutes of every such meeting; and
- (d) any report, document or other paper considered at any such meeting;

shall, in each case as soon as may be, be made available at the school by the governing body to persons wishing to inspect them.

- 13.2 There may be excluded from any item required to be made available in pursuance of paragraph (1), any material relating to -

- (a) a named teacher or other person employed at, or proposed to be employed at, the school;
- (b) a named pupil at, or candidate for admission to, the school;
- (c) any matter which, by reason of its nature, the governing body are satisfied should be dealt with on a confidential basis.

14. Chairman and Vice-Chairman

- 14.1 The governing body shall at their first meeting in each school year elect a Chairman and a Vice-Chairman from among their number subject to sub-paragraph 14.5.

- 14.2 In the event of a casual vacancy occurring in the office of Chairman or Vice-Chairman, the governing body, unless they have no further meeting before that referred to in sub-paragraph (1), shall at their next meeting elect one of their number (subject however to sub-paragraph (5)) to fill that vacancy.

- 14.3 The Chairman or Vice-Chairman of the governing body shall hold office as such until his/her successor has been elected in pursuance of sub-paragraph (1) without prejudice, however, to his/her re-election:-

Provided that such a Chairman or Vice-Chairman shall cease to hold office as such if -

- (a) he/she resigns his/her office by written notice given to the clerk to the governing body;
- (b) he/she ceases to be a member of the governing body;
- (c) in the case of the Vice-Chairman, he/she is elected in pursuance of sub-paragraph (2) to fill a casual vacancy in the office of Chairman.

- 14.4 The chair at any meeting of the governing body shall be taken by the Chairman or, in his/her absence, by the Vice-Chairman except that where both are absent those present shall elect from among their number (subject however to sub-paragraph (5)) a person to take the chair at the meeting during such absence.

- 14.5 A governor who is employed as a teacher or otherwise at the school (or is a registered pupil thereat) shall not be eligible for election as Chairman or Vice-Chairman of the governing body or as Chairman of a meeting thereof.

15. **Power of Chairman or Vice-Chairman of Governing Body to Act in Cases of Urgency**

- 15.1 The Chairman or, if he/she cannot be contacted, the Vice-Chairman of the governing body of a school shall, in the circumstances mentioned in paragraph (2) below, have power to discharge, as a matter of urgency, any function of the governing body of the school.

- 15.2 The circumstances are that a delay in exercising the function would be likely to be seriously detrimental to the interests of the school, or to the interests of any registered pupil at the school, his/her parent, or a person employed at the school.

- 15.3 In paragraph (2) above, "a delay" means a delay for a period extending beyond the day preceding the earliest date on which it would be reasonably practicable for a meeting of the governing body to be held.

16. **Resignation and Removal of Governors**

- 16.1 Where a governor of a school resigns his/her office or is removed from office, the governor or, where he/she is removed from office, those removing him/her shall give written notice thereof to the clerk to the governing body of the school.

17. **Notification of Appointments and Vacancies**

- 17.1 Where a casual vacancy occurs among the appointed members of the governing body of a school or such a member's term of office is about to expire, the clerk thereto shall give written notice to the authority, body or persons by whom the vacancy falls, or will fall, to be filled unless they have notified him/her of an appointment to fill the vacancy.

- 17.2 Where any authority, body or persons make an appointment to the governing body of a school they shall give written notice of the appointment to the clerk thereto, specifying the name and usual place of residence of the person appointed.

SCHEDULE II

Orders of Instrument of Government Revoked

(Orders to be listed later)

SCHEDULE IV

<u>Type of School</u>	<u>Pupil Numbers</u>	<u>Parents</u>	<u>LEA</u>	<u>Head Teacher</u>	<u>Teacher</u>	<u>Minor Authority</u>	<u>Co-opted</u>	<u>Representative Governors</u>	<u>Total</u>
County Primary	100 to 299	3	3	1*	1	(1) Ø	4	-	12
	300 to 599	4	4	1*	2	(1) Ø	5	-	16 (17)*
	600 or more	5	5	1*	2	(1) Ø	6	-	19 (20)*
County Secondary	300 to 599	4	4	1	2	-	5	-	16
	600 or more	5	5	1	2	-	6	-	19
Maintained Special	Up to 99	2	2	1	1	-	(3 in Total)	9	410
	Up to 299	3	3	1	1	-	(4 in Total)	12	
	300 or more	4	4	1	2	-	(5 in Total)	16	

*(or 2 in case of grouped primary schools)

Ø(1 additional governor serving area of Minor Authority)

SCHEDULE V

WITHDRAWAL FROM MEETINGS

1. 1.1 In this Schedule any reference to a person present at a meeting of the governing body of a school is a reference to a member thereof, head teacher or other person so present except that, so far as concerns voting, it is a reference only to a member thereof so present.
- 1.2 In relation to the person who is clerk to the governing body, paragraph 5(1)(e) of this Schedule shall have effect but none of the other provisions of this Schedule relating to withdrawal from meetings shall have effect except that, during any period for which the withdrawal of the clerk would be required but for this sub-paragraph, he shall not act in any capacity other than that of clerk.
2. 2.1 If a person has any pecuniary interest, direct or indirect, in any contract, proposed contract or other matter and is present at a meeting of the governing body at which the contract or other matter is the subject of consideration, he shall at the meeting and as soon as practicable after its commencement disclose the fact and -
 - (a) take no part in the consideration or discussion of the contract or matter;
 - (b) unless the governing body otherwise allow, withdraw from the meeting during such consideration or discussion; and
 - (c) not vote on any question with respect to the contract or matter.
- 2.2 For the purposes of this paragraph a person shall be treated as having an indirect pecuniary interest in a contract, proposed contract or other matter if -
 - (a) he or any nominee of his is a member of a company or other body with which the contract was made or is proposed to be made or which has a direct pecuniary interest in the matter under consideration; or
 - (b) he is a partner, or is in the employment, of a person with whom the contract was made or is proposed to be made or who has a direct pecuniary interest in the matter under consideration.

Provided that a person shall not by virtue of this sub-paragraph be treated as so having such an interest by reason only of his membership of, or employment under, any public body or by reason only of his membership of a company or other body if he has no financial interest in any securities of that company or other body.
3. For the purposes of this paragraph a person shall be treated as having a direct or indirect pecuniary interest in a contract, proposed contract or other matter if a relative (including his spouse) living with him to his knowledge has, or would be treated as having, such an interest, direct or indirect.

- 3.1 This paragraph shall apply if a person is present at a meeting of the governing body of a school at which the subject of consideration is, in the case either of the person himself or of a relative (including his spouse) living with him -
- (a) that person's appointment to a post as a teacher or otherwise at the school; or
 - (b) where that person is employed as a teacher or otherwise at the school, his transfer from one post to another or his promotion or retirement.
- 3.2 The person first mentioned in sub-paragraph 1 shall -
- (a) take no part in the consideration or discussion of the matter in question;
 - (b) unless the governing body otherwise allow, withdraw from the meeting during such consideration or discussion; and
 - (c) not vote on any question with respect to that matter.
4. 4.1 This paragraph shall apply where a person who himself, or whose relative (including his spouse) living with him, is employed as a teacher or otherwise at a school ("the relevant employee") is present at a meeting of the governing body of the school at which the subject of consideration is the transfer from one post to another, promotion or retirement of another person so employed, if the said transfer, promotion or retirement would result in a vacant post for which the relevant employee could be a candidate.
- 4.2 The person first mentioned in sub-paragraph 1 shall -
- (a) take no part in the consideration or discussion of the matter in question;
 - (b) unless the governing body otherwise allow, withdraw from the meeting during such consideration or discussion; and
 - (c) not vote on any question with respect to that matter.
5. 5.1 Subject to sub-paragraph 2, if a person -
- (a) being a pupil or his parent, is present at a meeting of the governing body of a school at which the admission of, or disciplinary action against, that pupil is the subject of consideration;
 - (b) being a pupil or his parent, is present at such a meeting at which, arising out of an alleged incident involving that pupil, disciplinary action against another pupil is the subject of consideration;
 - (c) having made allegations, or having been a witness of an alleged incident, is present at a meeting at which, arising out of those allegations or that incident, disciplinary action against a pupil or against a person employed as a teacher or otherwise at the school is the subject of consideration;

- (d) having been concerned in a capacity other than that of a governor (whether as a head teacher or otherwise) with disciplinary action taken against a pupil or against a person employed as a teacher or otherwise at the school, is present at such a meeting at which an appeal against that disciplinary action is the subject of consideration;
- (e) being a person employed as a teacher or otherwise at the school or being the clerk to the governing body of the school, is present at any such meeting at which disciplinary action against him is the subject of consideration.

he shall withdraw from the meeting during the discussion or consideration of the matter in question and shall not vote on any question with respect thereto.

5.2 The provisions of sub-paragraph 1 relating to withdrawal during the discussion or consideration of the matter referred to in sub-paragraph 1(c) shall not have effect in relation to a head teacher, the Director of Education or his representative, where he is such a person as is mentioned above by reason only of sub-paragraph 1(c), but he shall not vote on any question with respect to the matter.

5.3 In this and the following paragraph any reference to disciplinary action includes a reference to suspension and expulsion or dismissal.

6. If a person who is a relative (other than a parent) of a pupil is present at a meeting of the governing body of a school at which the subject of discussion is -

- (a) the admission of, or disciplinary action against, that pupil; or
- (b) disciplinary action against another pupil arising out of an alleged incident involving the pupil first mentioned in this paragraph;

he shall, at the meeting and as soon as practicable after its commencement, disclose the relationship.

7. Without prejudice to the preceding provisions of this Schedule, if a person employed as a teacher or otherwise at the school is present at a meeting of the governing body thereof at which -

- (a) his conduct;
- (b) his continued employment at the school;
- (c) the appointment of a successor to him;

is the subject of consideration or discussion he shall (where a member of the governing body) not vote on any question with respect to that matter and (whether or not such a member), save and so far as the governing body otherwise allow, shall -

- (a) take no part in the consideration or discussion of the matter in question; and
- (b) withdraw from the meeting during such consideration or discussion.

8. References in this Schedule to a head teacher are references to a head teacher entitled to attend the meetings of the governing body by virtue of regulation 11.

**Appendix C A Suggested Constitution and Application Forms
from NCPTA for Local PTAs**



NATIONAL CONFEDERATION
OF
PARENT-TEACHER ASSOCIATIONS

A
SUGGESTED
P. T. A.
CONSTITUTION

43 Stonebridge Road, Northfleet, Gravesend, Kent.
Telephone: Gravesend 60618.

This is a draft document and may be varied to suit the particular circumstances of each P.T.A. For your assistance, comments on various clauses have been added. WILL YOU PLEASE NOTE, HOWEVER, THE IMPORTANCE OF THE WORDING OF CLAUSES, 2, 18 and 21.

1. The NAME of the Association shall be

2. The OBJECTS of the Association are to advance the education of the pupils of the School by providing and assisting in the provision of facilities for education at the School (not normally provided by the Local Education Authority) and as an ancillary thereto and in furtherance of this object the Association may:

(a) foster more extended relationships between the staff, parents and others associated with the school; and

(b) engage in activities which support the School and advance the education of the pupils attending it.

IT IS ESSENTIAL THAT THIS CLAUSE BE ADOPTED WITHOUT ALTERATION. This wording has been agreed between the Chief Inspector of Taxes, the Charity Commissioners and the Department of Education and Science as being acceptable for use by Parent Teacher Associations. Any variation could render an Association liable to income tax on their investment income).

3. The Association shall be Non-Political.

4. The President of the Association shall be the Head Teacher. (This clause is not essential. For example, some Head Teachers are Chairman of their Associations.)

5. The names of the Vice-Presidents shall be submitted at the Annual General Meeting. (These are usually people the Association wishes to honour.)

6. The Annual Subscription shall be (.....) per household, becoming due at the Annual General Meeting. (A growing number of PTAs no longer have subscriptions, thinking they are restrictive and difficult to collect and administer. Where subscriptions are levied, the amount is usually 25p per family.)

7. The Management and control of the Association shall be vested in a Committee which shall consist of the following:—

The Head of the School and the following officers, who shall be elected annually at the A.G.M.:

1. Chairman
2. Treasurer (Parent)
3. Secretary

Other members from the following sources — Parents representing the First and subsequent years. — Members of the Staff of the School. — Members from friends of the School.

(This is a possible arrangement, and can be varied in many ways. For example, in some schools the Secretary is a member of the Staff appointed and paid for that duty. Again, while some schools have committee members representing year groups, others have class representation, or, more usually, election of those parents generally considered suitable.)

8. (.....) members of the said committee shall constitute a quorum for the Committee.
9. Committee meetings shall be held at least once each term at such times and places as the Committee shall direct. (It may also be thought desirable to specify the frequency of ordinary meetings.)
10. The Annual General Meeting of the Association shall be held on (.....) of each year. At the Annual General Meeting the Chair shall be taken by the Chairman, or in his/her absence by the Vice-Chairman of the Committee. Additional meetings shall be held of the sub-sections of the Association, and these may be in addition to those called by the convenor from time to time.
11. (.....) members shall constitute a quorum at the Annual General Meeting.
12. The Committee shall have the power to co-opt up to (.....) members, and to appoint any sub-committee, and shall prescribe the function of any such sub-committee.
13. A special General Meeting shall be convened at the request in writing, to the Secretary, of TEN members of the Association. Such a meeting shall be held within THIRTY days of the request. Agenda and motions submitted shall be circulated to all members.
14. Casual vacancies on the Committee may be filled by the Committee by co-option. Any person so co-opted shall serve only while the person in whose place he/she is co-opted would have served.
15. At the first Committee meeting after the Annual General Meeting the Committee shall elect a Vice-Chairman from among its members.
16. Where a child leaves school during the year then the parent, being a fully paid member of the Association, shall be deemed to continue as such until the next A.G.M.
17. Where parents no longer have children at the School, but wish to continue their interest in the School through the Association, such parents may be accepted as Friends of the School, on payment of the Annual subscription, and shall be entitled to full membership with the exception that they may not hold office as Chairman, Secretary or Treasurer, or serve on the Committee.

18. No alteration of the rules may be made except at the Annual General Meeting or at a Special Meeting called for this purpose. No alteration or amendment shall be made to the objects clause or dissolution clause which would cause the Association to cease to be a charity at law. (This is another ESSENTIAL CLAUSE that must not be varied.)
19. The Honorary Treasurer shall keep an account of all income and expenditure and shall submit accounts, duly audited, at the A.G.M. The Banking Account shall be in the name of the Association and withdrawals shall be made in the name of the Association on the signature of any two of the following:
 - a. Chairman
 - b. Treasurer
 - c. Secretary
20. Two auditors, not being members of the Committee shall be appointed annually at the Annual General Meeting to Audit the accounts and books of the Association.
21. Any assets remaining on dissolution of the Association after satisfying any outstanding debts and liabilities shall not be distributed amongst the members of the Association but will be given to the School for the benefit of the children of the School in any manner which is exclusively charitable at law. (This is another ESSENTIAL CLAUSE that must not be varied.)
22. The Association shall take out Public Liability Insurance to cover all its meetings and activities. (Membership of the National Confederation of PTAs automatically provides this.)
23. That any matter not provided for in the Constitution shall be dealt with by the Committee, whose decision shall be deemed final.

(It must be realised that on all educational matters the Head Teacher has the ultimate responsibility. Should your Association wish to mention this in its constitution, an additional clause could be inserted, e.g., "The Head Teacher shall have the ultimate decision on all educational matters.")





National Confederation of Parent-Teacher Associations

VAT Reg. No. 284-3015-70

APPLICATION

VALID FOR
1987

For official use only

PA	CT	AR	ROLL
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Receipt No:

Reg'd No: 19

Received: 19

Please read the notes and instructions given on the final page of this application

APPLICATION for CORPORATE MEMBERSHIP

This completed form with your cheque, signed by the correct number of signatories must be returned PROMPTLY to:

Membership/Insurance cover is on an annual basis from 1st January to 31st December each year. Subscriptions & optional insurances are due for renewal 1st January each year irrespective of the date of joining or on which initial or any renewal payments were made.

THE TREASURER
N.C.P.T.A.
43 STONEBRIDGE ROAD
NORTHFLEET
GRAVESEND, KENT, DA11 9DS
Telephone: (0474) 60618

PLEASE USE BLOCK CAPITALS THROUGHOUT

Section A—MUST be completed by ALL applicants

NAME OF ASSOCIATION.....

NAME OF SCHOOL.....

SCHOOL ADDRESS.....

No. of
pupils on roll

Post Code.....

Telephone No. STD Code.....

Local Education Authority.....

*We wish to be affiliated to (GIVE NAME IF KNOWN) Area Federation

The Association named above is established for charitable purposes only, the parents of the children and the staff co-operate for objects readily identifiable with those of the National Confederation.

We hereby apply for corporate membership of NCPTA and enclose our remittance for £ : p being our subscription for the year ending 31st December 19.....

Section B—OPTIONAL INSURANCES—to be completed as required

*Delete items not required/applicable

Please arrange the following insurance cover on our behalf

- *1 Employers Liability extension (a £12.00 :)
- *2 Personal Accident — *for adults — *for juveniles
 - * (a) Single (Standard) Benefits — minimum rate £3.00
 - " 75p for 5 adults — 75p for 10 juveniles :
 - * (b) Double Benefits — minimum rate £6.00
 - " £1.50 for 5 adults — £1.50 for 10 juveniles :
 - * (c) Triple Benefits — minimum rate £5.00
 - " £2.50 for 5 adults — Not available for juveniles :
 - * (d) Quadruple Benefits — minimum rate £7.00
 - " £3.50 for 5 adults — Not available for juveniles :

FOR DETAILS OF BENEFITS, REFER TO INSURANCE INFORMATION SHEET "SERIES B — REVISION 2 (1983)"

- *3 *Cash in Transit for £ insured (in units of £500 held at £2.00/unit) :
- *4 *All Risks (Equipment and/or goods held) for a total valuation of £ at £2.50 per £100 unit (or fraction of £100) (MINIMUM charge — £12.50) :

An itemised valuation list is required (Form available from NCPTA)

(This scheme cannot apply to Marquees, Buildings, Swimming Pools and Associated Equipment or items on short term loan or hire)

- *5 Please supply.....NCPTA Diaries @ 75p each (1-5 copies) : Or 70p each (6 or more copies) including postage :

Please ensure that your cheque is signed by the correct number of signatories

Section C—MUST be completed by ALL member organisations

We enclose our cheque no.....for the sum of: £ :

made payable to "National Confederation of PTAs"

Signed:.....*Treasurer/*Secretary/*Chairman/*Head Date 19

Please enclose S.A.E. for receipt/reply and complete details on the reverse side of this page

Details of present Honorary Officers

**Delete as appropriate*

CHAIRMAN

Name ☐ *Mr. ☐ *Mrs. ☐ *Miss

Address

Postcode.....

Tel. No. _____ STD Code _____

HON. SECRETARY

Name

Address

Postcode.....

Tel. No. STD Code

HON. TREASURER

Name *Mr.
 *Mrs.
 *Miss

Address

Postcode

Tel. No. STD Code.....

IMPORTANT INFORMATION

TO BE RETAINED IN YOUR FILE

PLEASE READ CAREFULLY, KEEP FOR REFERENCE AND PASS ON TO YOUR SUCCESSOR

★★★

Our Group PL insurance Policy can operate only on behalf of currently paid up member associations of NCPTA. It provides cover for their legal Liability at Common Law to meet Third Party claims. The limit of indemnity from 1st January 1986 is £2m for any one incident subject to the terms and conditions of the policy.

A resume of cover provided automatically with your annual subscription under our Public Liability, Personal Accident and Money insurance schemes is given in the current issue of our Monthly Planner Diary, a free copy of which is to be mailed to all member associations each Autumn term. Please refer to this during the early planning stages of your events and if unusual or special risk situations are considered please submit full details to the Insurance Secretary for clearance. DO try to give ample notice and remember that many of our 5000 members, are most likely holding their Fetes on the same day as you — it is hard to believe that so many people decide what they are going to do only a day or two before the event !

The need for this surveillance stems from increasing claims experience and consequent evidence of a too frequent inadequate supervision and planning for safety. It is a universal condition of ALL Public Liability (Third Party) Insurance policies that the Insured (i.e. your officers committee/ organising members) shall at all times **take all reasonable care for the safety of Third Parties (the Public) and their property.** Experience indicates that many Third Party claims arise out of insufficient thought being given to this simple basic requirement. Not to do this may be interpreted as negligence.

For ALL activities disclaimer notices should be prominently displayed, printed on programmes, entry forms, etc., stating that attendance and/or participation is at own risk and that neither your association nor the LEA will accept liability for injury, loss of or damage to personal property including parked vehicles and their contents. **Please** read carefully the information given in our Diary for the current year, it will save you and us time, postage and telephone calls.

★★★

Information given in our Insurance Services (1976) booklet, application/renewal forms, (ALL types) and ALL other Insurance references issued prior to 1980, no longer applies, including Revision Sheet 1 (1982). Please destroy them.

★★★

PLEASE READ AND AMEND INSURANCE INFORMATION SHEETS SERIES B (1980) in accordance with new details in REVISION SHEET 2 (1983).

★★★

ALL RISKS INSURANCE SCHEME — from 1st January, 1985 claims will be settled on a re-instatement basis (replacement cost) provided the item(s) lost have been insured for this value as recorded on your current valuation list sent to the Insurance Secretary. The practice of applying an annual depreciation to the insured value needs to be considered carefully and obviously may be unwise. ALL claims are subject to a £35.00 excess. Other details are given in our Insurance Information Sheets 12-14 (pink).

★★★

LATE RENEWAL/PAYMENT OF SUBSCRIPTION/OPTIONAL INSURANCES — The Confederation cannot consider claims under any of our insurance schemes submitted by any Association whose payments have not been received by the due date.

POLITE REQUEST

Please include with your enquiries a stamped self-addressed envelope of suitable size for reply — it is a much appreciated time saver. **ALWAYS** state the name of your P.T.A. and quote the number and date of our official receipt for your subscription for the current year.

THANK YOU



**National Confederation
of Parent-Teacher Associations**
Tel. (0474) 60618

**This sheet to be detached and
retained in your files for reference**

VAT Reg. No. 284-3015-70 Date as postmarked

APPLICATION FOR CORPORATE MEMBERSHIP

1987

COMPLETE THE ACCOMPANYING FORM, DETACH and SEND IT NOW

with your cheque, signed by the correct number of signatories, to:

The TREASURER, N.C.P.T.A., 43 Stonebridge Rd., Northfleet, Gravesend, Kent DA11 9DS

Corporate membership of NCPTA is open—by payment of the appropriate annual subscription—to organisations (established for charitable purposes only) concerned with a school or schools in which parents of pupils in the school(s) and staff co-operate to achieve objectives readily identifiable with those of the Confederation. The basic term "Parent Teacher Association" includes, for example:

"Parent Staff Associations"
"Friends of the School"

"Home and School Associations"
"Parents Associations"

"School Associations"
and similarly named groups

The decision of the Executive Committee of the National Confederation is final on all matters relating to applications for membership.

Membership/Insurance cover is on an annual basis from 1st January to 31st December each year. Subscriptions and optional insurances are due for renewal on 1st January each year irrespective of the date of joining or on which initial or any renewal payments are made. Insurance cover—subscription-linked or optional—WILL NOT APPLY to associations whose subscriptions and/or optional insurance payments have not been received by the NCPTA Treasurer. A PRO RATA REFUND OF SUBSCRIPTION/INSURANCE PAYMENTS CANNOT BE MADE IN RESPECT OF ANY UNEXPIRED PERIOD OF A SUBSCRIPTION YEAR DUE TO CANCELLATION OF MEMBERSHIP OR OTHER CAUSE.

NEW ENTRANTS ONLY, who join after 1st July in any year, will be charged 50% of the quoted rates.

ALL members are entitled to participate in the additional optional Insurance Schemes described in the Insurance literature

Current subscriptions based on the number of pupils on the school roll are:

Up to 100 . . . £31.00 101 to 300 . . . £34.00 301 to 600 . . . £41.00 Over 600 . . . £46.00

These charges are inclusive of:

- | | |
|--|--|
| (a) Public Liability Insurance — Indemnity £2m | (d) VAT at the current rate — If applicable |
| (b) Personal Accident Insurance
(for up to 20 elected executive members at Standard Benefits) | (e) Automatic membership where one exists,
of your local Area Federation of NCPTA |
| (c) Cash-in-Transit Insurance — for a maximum of £500 held | |

Subscription renewal notices are sent to all affiliated associations in the Autumn term each year — ADDRESSED TO THE SCHOOL. Associations which have not received one by early December should request a further copy from the NCPTA office:

43 Stonebridge Road, Northfleet, Gravesend, Kent DA11 9DS

Telephone: Gravesend (STD 0474) 60618

The Confederation WILL NOT ACCEPT responsibility for loss of insurance cover due to non-receipt of this notice

PLEASE FILL IN THE FOLLOWING DETAILS AND RETAIN FOR REFERENCE

Date sent 19 £ : p

COMPULSORY: Annual subscription at the above rates :

OPTIONAL SCHEMES:

- | | |
|--|---|
| *1. Employers Liability extension (@ £12.00) | : |
| *2. Personal Accident Insurance for .. adults | : |
| pupils | : |
| * Single (Standard) Benefits | |
| * Other rates | |
| *3. Cash-in-Transit Insurance for *£. insured | : |
| *4. All Risks Insurance for a total valuation of £ | : |

An itemised valuation list must be provided (Form available on request from the office)

NB This scheme cannot apply to Marquees, Buildings, Swimming Pools and Associated Equipment or items on short term loan or hire

*5 NCPTA Diaries :

Cheque No:

Value £ :

*delete as necessary

**Appendix D A Typical PTA Constitution from one of the
survey Primary Schools**

CONSTITUTION FOR A PARENT/TEACHER ASSOCIATION

NAME: Ulverley Junior and Infant School

- AIMS:
- (i) The aim of the association shall be to foster and to further a mutual understanding and an harmonious relationship between parents and staff of the school and accordingly to arrange social functions.
 - (ii) To engage in fund raising activities to provide equipment and facilities advantageous to the school.
 - (iii) To promote discussion on general educational matters.
 - (iv) To take action, after consultation with the Head Teacher, on matters which directly concern the school.
 - (v) The Association shall in no way interfere with the general policy or organisation of the school or the work and responsibilities of the Head Teacher and staff.

- MEMBERSHIP:
- (i) All parents or guardians of children attending the School and Nursery Unit, and all members of staff will be regarded as members.
 - (ii) Parents' membership shall terminate at the end of the Annual General Meeting following the term in which their child leaves the School, with the exception of parents having a subsequent child who will be coming to the School within two years.

OFFICERS: The Officers of the Association shall be:-

President	-	Head Teacher
Chairman	-	A parent
Hon. Secretary	-	A parent or member of staff
Treasurer	-	A parent

- MANAGEMENT:
- (i) The affairs of the Association shall be managed by a Committee consisting of the President and fifteen members, which shall include a maximum of five members of staff (to be elected by the Staff) In addition the Parent Governors shall be entitled to be full members of the Committee.
 - (ii) All Officers for the following year shall be elected by the Committee at the last Committee Meeting prior to the Annual General Meeting and will, consequently have automatic re-election. The remainder of the Committee shall retire, but shall be eligible for re-election at the Annual General Meeting.
 - (iii) Officers, other than the President, may serve for a maximum of four years, following which they may be automatically co-opted to the Committee for 12 months.
 - (iv) Any matter not provided for in the Constitution shall be dealt with by the Committee.
 - (v) The Committee shall have the power to form Sub-Committees.
 - (vi) The Committee shall have the power to co-opt members.
 - (vii) Co-opted Members shall not have the right to vote in Committee.

DUTIES:

- (i) The Hon. Secretary shall convene, attend and record the Minutes of all meetings and shall conduct correspondence of the Association.
- (ii) The Hon. Treasurer shall keep an account of income and expenditure and shall submit duly audited accounts to the Annual General Meeting.
- (iii) The Chairman shall report at the Annual General Meeting on the activities of the Association during the past year.
- (iv) The above Officers shall be responsible for arranging a substitute if unable to attend.

FUNDS:

- (i) In the event of the dissolution of the Association, the remaining funds shall be donated to the School Fund.
- (ii) Funds shall be banked in the name of the Association. Withdrawals shall require the signature of any two of the following signatories:-
President, Treasurer, Chairman.
- (iii) The cheque book shall be retained by the Treasurer.
- (iv) One Hon. Auditor shall be appointed at the Annual General Meeting each year.

MEETINGS:

- (i) Committee Meetings shall take place as decided by the Committee or by the Chairman and President in discussion. A Quorum shall consist of 50% plus one of the voting committee, and must include at least one teacher.
- (ii) The Annual General Meeting shall be held in October, the date to be decided by the Committee. At least 14 days notice shall be given - 20 members of the Association shall constitute a quorum.
- (iii) A Special General Meeting shall be convened at the request, in writing, to the Secretary, of ten members of the association. Such a meeting shall be held within thirty days of the request. Agenda and motions shall be circulated to all members.
- (iv) In the event of a vote, the Chairman shall not vote except in the case of a tie, when he shall have the casting vote.
- (v) The Head Teacher has the power to dissolve the Association.

Appendix E Samples of Governors' Annual Report to Parents

D R A F T

GOVERNORS' REPORT TO PARENTSPARENTS' MEETING1. Membership of Governing Body

Representing:		Date Term of Office Ends
Parent	Chairman: Miss M. Young, 148, Lapworth Road Coventry	August, 1988
	Clerk to Governors: Director of Education New Council House.	
LEA	Mrs. J. McCoy (Vice-Chair)	August, 1988
LEA	Councillor H. Richards	August, 1988
LEA	Councillor C. Ward	August, 1988
LEA	Councillor J. Ward	August, 1988
LEA	Mr. G. S. Chauhan	August, 1988
LEA	Mr. P. L. Joshi	August, 1988
LEA	Mr. T. Singh	August, 1988
Teacher	Miss A. Morris	August, 1988
Teacher	Mr. D. Norris	August, 1988
Non-Teaching	Mr. W. Grantham	August, 1988
Non-Teaching	Mrs. M. Birch	August, 1988
Comm. Assoc.	Mr. H. K. Dhokia	August, 1988
Comm. Assoc.	Mr. I. A. Khan	August, 1988
Comm. Assoc.	Mr. T. Toor	August, 1988
Pupil	Mr. S. Kara	August, 1988
Pupil	Mr. A. Hussain	August, 1988
Other	Mr. D. Moorcroft	August, 1988
Other	Mrs. M. Morgan	August, 1988
Parent	Vacancy	August, 1988

2. Main Business.

In addition to the routine business, specific issues reported on and considered at our meetings since the last Report to Parents, were as follows:-

7th October, 1987.

(i) Reports from the Head Teacher concerning:

School Teachers' Conditions of Employment and Pay.

Pastoral structure.

Site lettings and charges.

(ii) Reports from the Director of Education concerning:

Legislative proposals affecting Schools.

Education Department Repairs and Maintenance Fund.

7th December, 1987

A special meeting to consider the response to H.M.I. Report on the inspection of the School carried out in 1986.

10th February, 1988.

Report from the Head Teacher concerning:

- West Block Fire. - The Governors were informed of the action taken by the L.E.A. and School to repair the damage caused to seven classrooms on 17th October, 1987. Governors were impressed by the support the School, its staff and pupils received from the Local Education Authority. It was noted that the L.E.A. rapidly provided alternative accommodation on site, and through the kind help of St. Peter's Church and the Hillfields Community Association. Governors also noted the speed and efficiency with which the Building Services Department set about the re-building of the West Block. We were also particularly impressed with the way in which the whole School Staff, teachers, administrative and services staff worked tirelessly to overcome the many difficulties. We would wish to pay tribute to all those concerned in the effort to minimise the damage and get the School back into normal working order.

- Technical and Vocational Education Extension.

Governors received the report of the Head on the Coventry-wide initiative funded by the M.S.C. and approved the submission for curriculum development between 1987 and 1990.

2. Main Business (Continued)

Fourth Year

- Work Experience - Arrangements for June, 1988.
- Industry / Business Links. - Governors approved the outline proposals for a strategy to develop closer links with industry and business in the area, and to seek ways of improving the school's funding via other agencies.
- New Technology and Job Requirement. Governors received a report on the need to improve the situation in respect of new information technology equipment for the School and its departments. We agreed that this should receive high priority in the light of the recent research showing the demand in industry and commerce for employees with skills in information technology. Governors agreed that the School should pursue sources of funding to significantly improve the range of information technology equipment available to pupils and staff.
- In-Service Training of Staff.
- New School Prospectus
- Teacher Allowances

Report from the Director of Education concerning:

- Education (No. 2) Act, 1986. -

The report from the Director concerning the re-constitution of the Governing Body was received.

3. School Development.

G.C.S.E. Development.

Staff training has continued throughout the year, and a concentration of effort by teaching staff upon the detailed planning for this new examination has been the major priority. The School's expectation that all pupils should take the examination has been maintained.

Profiling and Induction.

A new profiling and induction programme has been successfully established for First Year pupils during personal and social development lessons.

3. School Development (Continued)

Pastoral Structure

The new structure, designed to enable Tutors and Househeads to work in Lower and Upper School Teams, has been successfully established.

Integrated Science.

The move towards providing an Integrated Science course, requiring all students to follow the subject for 20% of the timetable, has been successfully started. In September, 1988, all Fourth Year students will follow the course, putting Sidney Stringer School well ahead of the Secretary of State's plans for a national curriculum requirement. It will provide a firm foundation for the 'A' Level study of Physics, Chemistry and Biology for which Sidney Stringer has a high reputation.

Integrated Humanities.

Last year's review of the curriculum established the need for this course in the Fourth Year. The Faculty of Humanities is now providing the course for all, which will provide a strong foundation for 'A' Level study of Geography, History, Government and Politics, and Sociology.

C.P.V.E.

The School is well ahead in the development of a programme of pre-vocational education in collaboration with other schools. Many Sixth Form students have successfully completed this course and gone on to further education, training and employment.

4. Building Improvements.

North Block Modernisation.

Plans are now well in hand for the modernisation of the North Block building. Building work, which is planned to commence in October, will provide new and modernised facilities for Science Laboratories, Home Economics, Information Technology, Assessment, Guidance & Special Needs Department, as well as the Nursery. This is an exciting opportunity for staff and pupils who will benefit from the £200,000. modernisation programme.

West Block Upgrade.

Modernisation of the West Block will follow the work undertaken in North Block with an allocation of a further £200,000. by the City Council.

4. Building Improvements. (Continued)

External Lighting.

New floodlighting has been erected on to all buildings, which automatically switches on at dusk. This has made the site both bright and safe for pupils, staff and the public.

New Floors and Ceilings.

Considerable expenditure was allocated to replace the floors and ceilings throughout the School during the Autumn Term.

5. Information Regarding Syllabuses

Detailed information about study programmes and syllabuses would be too extensive to provide for all parents. An appointment can be made, however, through the Deputy Head Teachers, with the appropriate Head of Faculty, should any parent wish to have more specific information.

6. Links with Parents.

Great importance is attached to the partnership between the School and parents by Governors. It is the basis of the pastoral care and discipline of the School, and the Head Teacher reports to the Governors that the excellent support given to the School is greatly appreciated. Links with parents through Househeads and Tutors are seen as crucial to the success of Sidney Stringer School. Governors support the policy of the Head Teacher not to tolerate violence under any circumstances. We believe that parents would wish to support us in the policy of excluding those pupils who do not conform to the highest standards of behaviour towards one another. Governors of Sidney Stringer place the highest priority on the school rule that:

<p>All pupils are expected to behave in a responsible manner, both to themselves and others, showing consideration, courtesy and respect for others at all times.</p>

7. Pupils with Special Needs.

Pupils with learning difficulties are catered for by a combination of withdrawal and special attention from main subject teachers. In the First Year, special emphasis is developing skills in the personal and social education programme, and the Assessment, Guidance and Remedial Department develops special programmes, ensuring that appropriate resources are available. In the Fourth and Fifth Years, Support Studies enable pupils to consolidate their main studies.

8. Extra- Curricular Activities.

Activities have continued to flourish. Sports activities have included soccer, badminton, basketball, weight-training, table tennis and trampolining.

Outstanding success has been achieved in chess, with Stringer students out-playing most other teams in Coventry. Sixth Form involvement in the Stockpiler Contest, organised by the Chamber of Commerce, led to Stringer gaining Second Place nationally, and First Place in the region.

The success of the film made by pupils, entitled 'I.V. Love', can be judged by it having gained no less than four first prizes in national competitions.

The production of a Christmas Show, played to packed audiences from Junior Schools during the day and parents in the evening, was a major success again.

In addition to school activities, many pupils take advantage of the opportunities offered by the many community organisations based at Stringer, as well as the Youth Project.

9. Community Links.

A full development plan for Community Education has been produced by the Community Team. This outlines the strategies to be developed over the next twelve months, in the areas of adult education, youth work, recreation, ^asocial and cultural development work. It is significant that the School is seen as one of the major focal points for community groups in the catchment area.

9. Community Links (Continued)

The following list indicates some of the organisations with which the School is directly involved, and where there is staff membership represented:-

Hillfields Local Management Group
 Hillfields Fieldworkers' Forum
 Hillfields Happening
 Hillfields Initiative Fund
 Hillfields Festival Society
 Hillfields Inter-adjointing Group
 Play Panel
 Rathbone House
 Youth Tutors' Group
 Training Design Group
 Coventry/Kingston Link Society
 Hillfields Police Liaison Committee
 Police Consultative Committee
 Coventry & Warwickshire Awards Trust
 Kingfisher Committee
 Coventry & Warwickshire Industry
 Matters Committee
 Inter-Agency Asian Youth Forum.

10. Financial Statement, 1986/87.

The following break-down of costs involved in maintaining Sidney Stringer, do not include all items of expenditure for schools. This is because the Local Authority is still in the process of establishing a method of analysis to properly reflect expenditure on all items school by school.

<u>Employee Costs.</u>	£'s
Teaching Staff	1,433,069
Non-Teaching Staff	188,967
Manual	124,102
<u>Premises Related Costs.</u>	
Repairs & Maintenance	29,998
Fuel	107,192
<u>Supplies & Services.</u>	
Per Cap. Equipment & Books	43,467
Leasing	2,694
Library	1,797
Per.Cap. Stationery	13,226
G.C.S.E.	8,310
Postage & Telephones	14,276
Total Expenditure:	£2,018,508

11. Examination Results, Summer 1987.



Dear Parent,

Annual Parents Meeting

On behalf of your Board of Governors. I am pleased to invite you to join us for our Annual Parents meeting to be held at the school on **Wednesday 23rd March at 7.00p.m.**

A copy of our report is enclosed. We will do our best to answer any questions you might have about the report or about other general matters to do with the school at the meeting.

May I also remind you about the Governments present proposals for the Education service. We hope that we will be able to share views about these proposals at the meeting so that in turn they may be sent on to our local member of Parliament.

Do please come and join us. We look forward to seeing you at the meeting.

Yours sincerely,

JOHN McNICHOLAS
Chairman of Governors.

SUPPORT YOUR SCHOOL

GOVERNOR'S REPORT TO PARENTS

Wednesday 23rd March at 7.00p.m.
in the School Hall

Agenda

1. The Chairman of Governors will introduce the school governors to parents and explain the purpose of the meeting.
2. The report to parents will be presented.
3. The chairman of Governors will invite questions and discussion from parents about the report.

Board of Governors

Councillor J.D. McNicholas	L.E.A. Representative
Councillor Mrs. C. Porch	L.E.A. Representative
Councillor R. Malhotra	L.E.A. Representative
Mr. P.L. Joshi	L.E.A. Representative
Mrs. S. Kalia	Parent Governor
Mr. M. Asif	Parent Governor
Mrs. C. Fletcher	Teacher Governor
Mr. D. Hibbard	Teacher Governor
Rev. P. Spencer	Co-opted Governor
Mr. G. Pountney	Headteacher Governor

The term of appointment for all governors ends on
31st May 1988

Chairman of Governors

Councillor J.D. McNicholas	21, Kentmere Close, Potters Green, Coventry CV2 2GE
----------------------------	---

Clerk to Governors

Mr. C. Farmer M.A.	Director of Education New Council Offices, Earl Street, Coventry
--------------------	---

Governors duties and meetings

The Board of Governors meets formally at least once per term. Individual Governors also visit the school regularly on an informal basis.

The termly meetings are attended by a senior officer of the Local Education Authority. All proceedings are minuted. A copy of the minutes is available from School Reception. Meetings generally last between an hour and a half and two and a half hours.

Summary of meetings

4th November 1987

From the main agenda

1. Membership changes on the Board
2. Approval of draft school brochure
3. Consideration of the Annual Parents meeting 1986/87
4. Information regarding legislative proposals affecting schools - governors agreed to ask for an additional meeting to consider these proposals.
5. School attendance - termly report.

From the Headteachers Report

1. Governors received an updated report on staffing and organisational structure within the school. It was noted that 62 teaching and ancillary staff are employed at the school.
2. Governors considered the extensive school review undertaken by staff at the end of the previous term. Governors expressed satisfaction at the extent and depth of the review.
3. Governors considered and approved the steps taken to establish the new teaching hours required by recent legislation.

25th November 1987 - Special Meeting

Governors requested an additional meeting to consider the details of the Government proposals for Education Service.

Mr. T. Bond, Senior Assistant Director of Education made a presentation to governors giving details of those aspects of the proposals most likely to effect the school:-

- a) admission of pupils
- b) local financial management of schools
- c) grant maintained school (opting out)
- d) National Curriculum 5-16 with periodic testing at 7, 11, 14 and 16 years.

Governors considered that parents should be made aware of the implications of these proposals and asked that a summary be sent out in the New Year. Responses would be sought from parents and view forwarded to the local Members of Parliament. Opportunity would be given also for parents to indicate their views during the Annual Parents meeting.

10th February 1988

From the main agenda

1. Information on 'The Education (School Government) Regulations 1987.
2. Information on pupils numbers across the city.
3. Information on 'Education (No.2) Act 1986, Reconstruction of Governing Bodies'. - to take effect from September 1st 1988. The number of governors for the school will be 16, consisting of 4 L.E.A. representatives, 4 parent governors, 2 teacher governors, 5 co opted governors and the headteacher governor.
4. School attendance - termly report

From the Headteachers report

1. Governors received a further updated report on staffing.
2. Governors considered a summary of staff meetings held since the previous governors meeting.
3. Governors were informed of the progress of negotiating individual *job descriptions with each member of the* teaching staff. Governors approved of the process taking place and noted the considerable amount of time involved.
4. Governors considered a long and detailed report of unsolved problems concerned with the building, site and immediate surroundings. The Local Authority representative agreed to arrange an urgent meeting to consider all the outstanding problems.
5. Governors considered the present situation regarding the financial control of the school. At present this is largely limited to (£7,000 - £8,000) per capita and associated spending. This will increase dramatically when financial control is finally fully devolved. (£313,000 - £314,000).

Financial Report1986/1987Staff Costs

£

Teaching staff

233,374

Non teaching staff

34,969

Premises related costsincluding per capita, postage
and telephones

8,272

Total expenditure

313,199

Per capita

per year

(per week -
over 40 weeks)

Nursery children

12.21

30p

First year children

19.66

49p

Second - Sixth year
children

16.29

40p

Seventh year children

19.56

48p

Total per capita 1987/88

Library allowance

(per child)

for whole school
(450 children)

£300

66p

For comparisonSecondary

11-14

29.20

73p

15

32.43

81p

16+

43.81

1.10p

Gifts

A gift of £40 was received anonymously.

The school and community raised £623.00 at the Autumn Fayre.

Annual Meeting of Parents

You are cordially invited to the Annual Meeting of Parents to be held at Ulverley School on Tuesday 13th December 1988 at 8 p m to discuss the contents of this report.

It will be clerked by a member of staff from the Local Authority who will take notes, but will not be able to respond on behalf of the Authority to any enquiries.

If you have any questions which you wish to have answered, it would be appreciated if you could send them to school by Friday 9th December 1988.

Purpose of Meeting

The purpose of the meeting will be to discuss both the Governors' report and the discharge by the Governing body, the Head teacher and the Local Education Authority of their functions in relation to the school.

Debate at Meeting

At the meeting, the Chairman will use this report as an Agenda and give you the opportunity of putting forward your views and/or asking questions of the Governors.

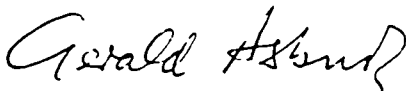
You are asked to identify yourself before speaking and to address your remarks to the Chairman. It would be appreciated if you could deal sensitively with matters relating to staff, pupils and the parents of pupils at the school.

Quorum

The meeting will take place however many parents attend. If a sufficient number of parents attend, the meeting may pass resolutions for transmission to the LEA, Governing Body or Headteacher. The quorum is 107 parents.

Validity of Information

This report is accurate at the time of writing.

Signed 
Chairman of Governing Body

2.

THE GOVERNING BODY2.1 Governors appointed by the LEA

Councillor N W Page
 Mrs S E Arrowsmith
 Mrs S Hemming
 Mrs P F Page
 Mr T Bailey
 Councillor G B Wood
 Mrs P Chadwick

2.2 Governors elected by the parents

Mr C Hollings

2.3 Governors elected by the teaching staff

Mrs J S Collingwood
 Mrs P H Vaughan

All the above Governors' term of office expired on 31.8.88

2.4 Headteacher

Mr H Moore

Chairman of Governors: Mr N W Page
 165 Dovehouse Lane
 SOLIHULL
 B91 2ER

Clerk to the Governors: The Director of Education
 Council House
 SOLIHULL
 B91 3QU

NB The new Governing Body took effect from the 1st September 1988.
 However this report refers to the work of the previous Governing
 Body which is therefore shown above.

FOR INFORMATION

The new Governing Body is shown as an Appendix.

STAFFING

Mr H Moore - Headmaster

Mrs J S Collingwood - Deputy Headteacher Miss M Kinsman - Deputy Headteacher

Mrs I Day	Head of Lower School & Nursery - Science
Mrs G Kay	Head of Middle School - Library
Mrs C Palgrave	Science co-ordinator - Social Studies
Mrs P Vaughan	Language co-ordinator - Needlework

Mrs J Booth	Nursery Supply
Mr M Camps	i/c Audio Visual Resource & CAL
Mrs P Castro	Social Studies co-ordinator
Mrs K Chadderton	Language
Mrs D Chilton	i/c Display
Miss S Davies	Maths
Mrs C Edmonds	Supply - Maths
Mrs D Finnemore	Maths co-ordinator - Head of Upper School
Mrs J Lees	Physical Activities
Mrs E Lorimer	RE co-ordinator
Mrs E Mance	Supply
Mrs L McDougle	Integrating physically handicapped pupils
Mrs R Pennycooke	i/c Music
Mrs D Roe	Physical Activities
Mr S Strawford	
Mr S Taylor	Technology - i/c Physical Activities

Mrs B Plews	Principal Secretary
Mrs P Combe	Assistant Secretary
Mrs A Bailey	Nursery Nurse
Mrs M Watton	Nursery Nurse
Mrs G Jones	Ancillary Assistant
Mrs M Trumper	Ancillary Assistant
Mrs H Dawkins	Chief Cook
Mr A Carter	Caretaker

4. Resume of items from the Chairman of Governors' Reports for the meetings on 2nd February and 17th May 1988

4.1 Education (No 2) Act 1986: School Government and Related Provisions

The Governors received the Director of Education's report on the draft Instrument and Articles of Government adopted as a basis of consultation by the Education Committee.

The Governors agreed in principle with the proposed Instrument and Articles.

4.2 Educational Activities

The Headteacher presented the new school prospectus which was approved by Governors.

The Head thanked Mrs Hemming and Mrs Page for their contribution.

4.3 In-Depth Report on 1 of the 9 Curricular Areas

The Headteacher reported on the school's provision in the area of Handwriting.

The Governors commended the Headteacher for his excellent presentation of the report.

4.4 Matters arising from the Minutes

Arising from Minute No. 3.1 of the meeting on Tuesday 2nd February 1988 the Headteacher reported on staffing levels. Governors expressed concern with the proposed PTR which was not consistent with the concept of integration and it was resolved that Governors request a clarification of the fixing of staffing levels from the Director with a report to the Headteacher within the next few days.

4.5 Chairman's Action

The Chairman reported that since the previous meeting he had discussed delegated expenditure with the Headteacher. During the first year the Head would present a balance sheet to each meeting of the Board in subsequent years an annual balance sheet would be presented.

4.6 The Governors thanked the cook in charge for her refreshments over the previous 12 months for Governors' Meetings.

5. Resume of items from the Head Teacher's Reports for the meetings on the 2nd February and the 17th May 1988

5.1 NUMBER ON ROLL

The number of pupils on roll is currently about 455 full-time in main school with some 80 part-time children in the Nursery. These figures are fairly stable with a slight tendency towards an up turn. The number on roll does not include those children from Swanswell School who have been spending one day a week at Ulverley School.

5.2 ATTENDANCE

The children's record of attendance remains very good and the average over the past six months is approximately 95%.

5.3 SCHOOL MEALS

The overwhelming majority of children continue to remain on the premises during lunch time. However, the numbers having a school meal has been declining and this is a cause for concern to the School Meals Service and myself. Mrs Dawkins who has taken over as Chief Cook has effected a considerable improvement in the quality of the meals provided and shares the general concern at the level of uptake of meals.

Approximately 271 additional meals are supplied to neighbouring schools.

5.4 STAFFING

There have been few changes to the teaching or non-teaching staff and parents and Governors have been kept informed of those resignations and appointments which have taken place.

The introduction of the Physically Disabled to Ulverley School will entail the appointment of a number of new staff both teaching and non-teaching and it is expected that these appointments will take effect from the 1st January 1989.

Three members of staff, Mrs Castro, Mrs Finnemore and Mrs Lorimer, were involved during the Spring Term in secondments related to their own subject specialisms.

5.5 EDUCATIONAL ACTIVITIES

Parents continue to be informed of all activities which take place at Ulverley School through Newsletters and Calendars. Governors and others associated with the school are also sent copies and are therefore aware of all the school's events.

5.6 CURRICULUM

The school's policies on handwriting and the Aims and Objectives of the Nursery were presented to the Spring and Summer Term meetings of the Governing Body respectively.

5.7 AREAS FOR CONCERN

Following the successful completion of the installation of the new central heating system an extensive programme of insulation has been successfully completed in its first stage, a second stage is planned for the new financial year.

5.8 PTA

The school continues to receive considerable support from the many parents who give so generously of their time supporting the school both formally through the working of the PTA and in many informal ways throughout the school year. Such generous support is greatly appreciated by the school.

5.9 DEVELOPMENT OF THE SUPPORT CENTRE AT ULVERLEY SCHOOL

Further links have been developed between Swanswell School and Ulverley School to help facilitate the implementation of the proposal to integrate the physically disabled in January 1989.

Links between Ulverley PTA and Swanswell PSA have resulted in valuable interchange of ideas between parents of both schools.

The exploratory links between Swanswell and Ulverley schools with regard to accommodating children on a one day a week basis has been further developed and has been extended to include all six children who it is anticipated will join Ulverley School from January 1989.

The school's video record of the progress towards integration has continued to develop and many hours of valuable film record have been recorded. The continued support of both the Local Education Authority and Birmingham Polytechnic has proved invaluable.

6. The aspects of the school's involvement with the wider community, referred to at the last Parents' Meeting and outlined below, have been continued.

- 6.1 Links already forged with the local church have been continued during this academic year. We are particularly pleased to have the continued involvement of the representatives of various local churches at our appropriate school activities and particularly the major Christian festivals of Easter, Harvest and Christmas.
- 6.2 The school has continued to keep Senior Citizens who live in the community fully informed of all activities of the school. They have responded by contributing to a number of activities during the school year.
- 6.3 The school has continued its practice of contributing to the charitable institutions which are felt to be most appropriate to our school. During last school year each of Upper Middle and Lower School arranged its own charity scheme and the overwhelming generosity of so many staff, children, parents and friends of the school resulted in nearly £5,000 being raised in roughly equal amounts between the three sections of the school. The following charities were supported:
- (a) The Birmingham Children's Hospice
 - (b) Great Ormond Street Hospital
 - (c) Riding for the Disabled
 - (d) R S P C A
 - (e) Guide Dogs for the Blind
- 6.4 A number of social functions are organised by the school's PTA and these attract a wider community than parents and staff of the school. The school's Summer Fayre has continued to attract nearly 2,000 and represents a major community event. The involvement of Swanswell PSA has been referred to in another part of this document.
- 6.5 The school continues to be used on a regular basis for Lettings by local organisations.

7. GIFTS TO SCHOOL

Anonymous - £350

Mr & Mrs Hoy - £10

Mr Nowson - Book

ULVERLEY J & I SCHOOL7. THE NEW GOVERNING BODY7.1 Governors appointed by the LEA

Mr T Bailey
 Mrs P Chadwick
 Councillor R Miller
 Mr N W Page

7.2 Governors elected by the parents

Mr P Bailey
 Mrs V Bennett
 Mr C Hollings
 Mr M Lambert

7.3 Governors elected by the teaching staff

Mrs J Collingwood
 Mrs P Vaughan

7.4. Co-opted Governors

Mr G Asbury
 Mr G Bragg
 Mrs C Bristow
 Mrs P Corbe
 Mr G Rushton

7.5 Headteacher

Mr H Moore

Chairman of Governors: Mr G Asbury
 30 Blackdown Road
 Knowle
 SOLIHULL
 B93 9HP

Clerk to the Governors: The Director of Education
 Council House
 SOLIHULL
 B91 3QU

Appendix F Schools' Information to Parents on Parent Governor Elections



GOSFORD PARK SCHOOL
Humber Avenue,
Coventry, CV1 2AU

Telephone : 23281

Headteacher : Graham Pountney

Dear Parents,

Election of Parent Governors

Please find enclosed voting papers for the election of parent governors.

Two voting papers are attached so that both parents or guardians may have a separate vote.

There are four vacancies so you may vote for up to 4 candidates.

Please put a tick by the name of each candidate you pick.

Please return your voting papers to the school office. The ballot box will be available at school reception during normal school hours. Voting begins on Wednesday 22nd June and will close at 8.30p.m. on Tuesday 28th June (Open Evening).

Yours sincerely,

GRAHAM POUNTNEY
Headmaster

Ulverley J & I School,
Rodney Road,
SOLIHULL.

Headmaster: H Moore

20th September 1988

Dear Parent,

ELECTION OF PARENT GOVERNORS

I am pleased to inform you that the following parents have been put forward and have agreed to stand for election as parent governors for the school.

Mr P C Bailey	28 Onslow Crescent, Solihull
Mrs V Bennett	9 Greyfort Crescent, Solihull
Mr C Hollings	13 Dovehouse Lane, Solihull
Mr M Lambert	245 Ulverley Green Road, Solihull
Mrs H Mann	5C Kimberley Road, Solihull

As there are only 4 vacancies, this will mean that there has to be an election.

I append a ballot paper for you together with a short statement made on behalf of each candidate.

Each parent is allowed only one ballot paper for any one election. If you have more than one child at the school, your youngest child at the school will be responsible for carrying the ballot paper to and from school. If you have children at different schools, you will be allowed to vote once in each election.

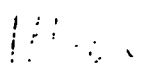
On each ballot paper you should place a cross against the names of the candidates you wish to vote for, but no more crosses than there are vacancies. You may not give any candidate more than one vote.

Do not sign the ballot paper.

Place one ballot paper (only one) in the plain brown envelope provided. Do not mark that envelope. Seal the envelope and place it in the special election envelope provided. Complete the details on the outside of the election envelope. Your husband/wife will also be allowed only one ballot paper. You should return the envelope to the school to arrive not later than 3.30 p.m. on Monday the 3rd October 1988 either by:

- (a) sending it with your youngest child at the school to his/her class teacher;
or
- (b) by putting a sufficient postage stamp on the envelope and addressing it using the Royal Mail;
or
- (c) bringing it to the school.

Yours sincerely,


Headmaster

.....
To The Headmaster, Ulverley School

I acknowledge receipt of letter dated 20th September 1988

Signed

STATEMENTS MADE BY CANDIDATES

- Mr Paul Clive BAILEY: As a Parent/Governor I would aim to obtain the best education possible for all that are at or could go to Ulverley. In this I would support the Head and Staff in providing as wide a curriculum as possible and help get from the LEA the means whereby to do this. I should be available to all parents, willing to listen to all points of view, but always ready to stand for what I see as the best in education. I believe that all children of Primary age should be given every chance and not suffer "labels" at any stage.
- Mrs Valerie BENNETT: I am the parent of a new pupil to the school so will be taking a keen interest in the school for the next few years. I have four adult children and am also a grandparent so have had considerable experience of children of all age groups. Before moving to our home I used to sit on several residents and management committees. I have also helped set up an adventure playground and run the same of which I was Chairperson. I would very much like to get involved in the well being and activities of the school.
- Mr Clive HOLLINGS: I have three children, 2 of whom are still attending Ulverley School (Yrs 7 and 3). I believe that it is the right of parents to expect that their children will receive a high standard of state education so to make the most of an individual child's abilities. I also feel that it is the duty of parents to contribute to and support the school in order to make the greatest number of opportunities available to all children. I have been a parent governor at Ulverley for 3 years and seek your support for re-election. I hope to play a part in the latest changes in governors' role which will have a significant impact on schools and should allow for increased parental involvement.
- Mr Michael LAMBERT: I am the father of two children at Ulverley School, one in the third year, the other in the seventh year. I am therefore familiar with the school and have a strong parental interest in its continuing development. Having also worked for many years as a teacher in Primary Education and in provision for Physically Handicapped children I am particularly interested in the integration scheme being established at Ulverley and am concerned that its development should enhance the lives of all children at the school.
- Mrs Hazel MANN: I would like to become a member of the governing body of Ulverley School, as I find the idea of parent participation and involvement in school related matters an interesting and exciting prospect. I would like to be part of the team who are responsible for making the very important decisions that affect the education of my children and their peers.

<p>Paul Clive BAILEY: 28 Onslow Crescent, SOLIHULL</p> <p>proposed by Jane Lowe - 11 Castle Lane, Solihull. seconded by Toni Heatley - 4 Rowlands Crescent, Solihull.</p>	
<p>Valerie BENNETT: 9 Greyfort Crescent, SOLIHULL</p> <p>proposed by Sharon Louise Teagle - 11 Greyfort Crescent, Solihull. seconded by Debbie Lynn Weston - 6 Greyfort Crescent, Solihull.</p>	
<p>Clive HOLLINGS: 13 Dovehouse Lane, SOLIHULL</p> <p>proposed by Irene Stubbs - 14 Bourton Road, Solihull. seconded by Keith Howard Lowe - 11 Castle Lane, Solihull.</p>	
<p>Michael LAMBERT: 245 Ulverley Green Road, SOLIHULL</p> <p>proposed by Heather Bragg - 9 The Crescent, Solihull. seconded by Elizabeth Hollings - 13 Dovehouse Lane, Solihull.</p>	
<p>Hazel MANN: 30 Kimberley Road, SOLIHULL</p> <p>proposed by Linda Margaret Hupfield - 9 Westbourne Road, Solihull. seconded by Pamela Ince - 168 Hobs Moat Road, Solihull.</p>	

Details provided by the candidates are given on the attached sheet.

SOLIHULL METROPOLITAN BOROUGH COUNCIL
EDUCATION COMMITTEE

ELECTION OF PARENT GOVERNOR: ULVERLEY SCHOOL

BALLOT PAPER

There are FOUR vacancies.

You have FOUR votes.

Mark with a cross the names of the candidates you wish to vote for. Mark up to 4 crosses, but not more than one against any one candidate.

Each parent is allowed only one ballot paper for any one election.

Do not sign the ballot paper or mark it in any other way.

Place one ballot paper in the plain brown envelope provided. Do not mark that envelope. Seal the envelope and place it in the special election envelope provided. Complete the details on the outside of the election envelope and return it to the school to arrive by 3.30 p.m. on Monday 3rd October 1988 at the latest.

ELECTION ENVELOPE: PARENT GOVERNOR

Please complete the details below in BLOCK CAPITALS:

Name of Voter.....FATHER / MOTHER

Address of Voter.....

Signature of Voter.....

Name of child.....

Child's class (or date of birth).....

In the election of parent governors at this school, each parent has one vote only. If you have more than one child at this school, please send your ballot paper back with your eldest child or using the Royal Mail.

Affix
Postage Stamp
or send with
your child
to school

TO:.....School

**SOLIHULL,
WEST MIDLANDS.**

Appendix G Correspondences for the Purpose of Data Collection



EDUCATION DEPARTMENT

Christopher Farmer, MA,
 Director of Education,
 New Council Offices,
 Earl Street,
 Coventry, CV1 5RS

Telephone: 0203 25555 Telex : 31469
 Fax : 0203 20432

Reference :
 Reference :
 Ask for :
 Extension :
 Date :

PR/FP/AS
 Mr. Ashley Simpson
 2005
 30th March, 1987

Dr. L. A. Bell,
 Department of Education,
 University of Warwick,
 COVENTRY,
 CV4 7AL.

Dear Dr. Bell,

Research Project: Ali Yunusa

Thank you for your letter of 24th March.

Before I can adequately consider Mr. Yanusa's proposal, I should be grateful if you would provide Mr. Simpson of my Forward Planning and Research Unit with further details regarding his proposed methodology, in particular

- . Type of data to be collected.
- . Number of pupils/parents to be interviewed.
- . Length of each interview.

Most importantly, I will need to view any questionnaire which will be used or at least be informed of the questions that are likely to be asked. The participation of any school is entirely at the discretion of the Headteacher concerned.

Yours sincerely,

Christopher Farmer

Director of Education.

jh

*Can you and Horace
 let me have these
 details please -*

Deputy Directors: A. Dearnley, M. I. Bennett.
 Assistant Directors: F. J. Allinson, T. J. Bond,
 M. V. Stoten, D. A. Weale.

National Confederation of Parent-Teacher Associations



43 STONEBRIDGE ROAD, NORTHFLEET, GRAVESEND, KENT, DA11 9DS.

Tel: (STD 0474) 60618

Date as postmark

From:

Dear Mr. Yuzuma,


Thank you for your recent enquiry regarding membership of NCPTA.

We enclose a selection of literature which will give you a clear picture of our aims and objectives.

There are many benefits involved in being part of the National Confederation, and if there is any further information or help we can give, please do not hesitate to contact us by letter or 'phone.

We look forward to welcoming your Association to the membership in the near future.

Yours sincerely

pp 
Jack Jones
General Secretary

This is the sort of
information pack we
send out when
associations enquire
about membership.
I hope it is useful
to you.



NATIONAL CHILDREN'S BUREAU

8 Wakley Street London EC1V 7QJ

Telephone 01 278 9441

DATE AS POSTMARK

Dear Sir/ Madam

THE BELFIELD READING PROJECT FINAL REPORT

Thank you for your order for 'The Belfield Reading Project' by
Peter Hannon and Angela Jackson.

Unfortunately, the publication date had been delayed and the Report will
not be available until end-June. We apologise for any inconvenience
caused, and assure you that your order will be dispatched as soon as possible

Yours faithfully

Patricia Sibbons
ADMINISTRATOR

COVENTRY PARENT GOVERNORS ASSOCIATION

(Secondary Schools Section)

Chairman:- David Cule
65 Armorial Road
COVENTRY
CV3 6GH
Tel: 414893

Secretary:- Margaret Gibson
3 Orchard Crescent
COVENTRY
CV3 6HJ
Tel: 501742

1st February, 1988

Mr. A. Yunusa
45 Cobden Street,
Coventry.

Dear Mr. Yunusa,

I have received a letter from one of our members, who mentions you may wish to attend one of our meetings.

Our next meeting is on Wednesday 3rd February at Elm Bank Teachers' Centre at 7.30 p.m.

We have a speaker addressing us, a Professor Tomlinson from Warwick University.

If you feel you would like to come along we will make you very welcome.

Looking forward to meeting you.

Yours sincerely

M. A. Gibson (Mrs.)

National Confederation of Parent Teacher Associations



Charity Reg. No: 275113
VAT Reg. No: 284 3015 70

Bobfleet Industrial Estate, Stonebridge Road,
Gravesend, Kent. DA11 9DZ

Tel: Gravesend (0474) 560618

Ali Yunusa
Department of Education
University of Warwick
Coventry CV 4 7AL.

13th January, 1989

Dear Mr. Yunusa,

Many apologies for the delay in replying, I am afraid that pressure of work is to blame.

I enclose a list of Area Federation Secretaries together with some publications which may be helpful.

Of course Professor John Tomlinson is a Vice President of NCPTA and if he has time, may be able to help with some of your queries.

Yours sincerely,

Pat Clark
Membership Secretary,

Encl.

CITY OF COVENTRY

Telephone 28174



Head Teacher:

Miss Jennifer L. Banbury M.B.E.

HILLFIELDS NURSERY CENTRE,
CLIFTON STREET,
HILLFIELDS,
COVENTRY CV1 5GR.

17th March 1989.

Dear Mr. Youssef,

It was a pleasure meeting
you on Wednesday evening at BAETE.
We look forward to meeting you
on Tuesday 11th April at 10.00am.

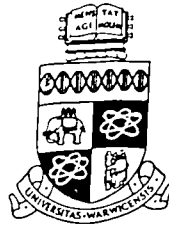
I enclose a map - with
the Bus Station - and nursery centre
marked on it.

We have some visitors from
Telford that morning - so if I am not
in my office - please ask for Sheila.

Yours sincerely

Jennifer

Appendix H Letter of Appreciation



UNIVERSITY OF WARWICK

COVENTRY CV4 7AL

TELEPHONE COVENTRY (0203) 523523

7th March, 1988

DEPARTMENT OF EDUCATION

AY/DLJ

Dear

LETTER F APPRECIATION

You may recall that on I visited you on my research study topic on parental involvement in schools. During my several visits, you gave me all necessary assistance and information on parental involvement in your school. In addition and importantly you assisted me in collecting my questionnaires for parents, parent governors, and teachers and distributing them out as well as collecting them back and returned to me all completed.

I am writing this letter to you to express my profound gratitude and appreciation for the cooperation and assistance you gave me despite your heavy programmes in the school. Your assistance has been of tremendous help to me in my studies.

I hope I will continue to receive the same cooperation and assistance if I have to visit you again on my study topic.

Thank you.

Yours sincerely,

ALI YUNUSA.

Appendix I PTA Expenditure in Two Schools in Bauchi State of Nigeria

EXPENDITURE FOR THE PAINTING OF BURGLAR
PROOFING

DATE	PURPOSE	AMOUNT
12/3/85	- Two-2" brushes	£6.00
12/3/85	- 5 Gallons of white gloss paint	£125.00
23/3/85	- 2 Gallons of paint	£50.00
29/3/85	- 2 Gallons of paint	£50.00

TOTAL AMOUNT: £231.00

P.T.A. EXPENDITURE FOR THE WATER PROJECT

DATE	PURPOSE	AMOUNT
26/3/85	- Plumbing materials	1,852. 50K
27/3/85	- Lockable Taps	160. 00
29/3/85	- B.S.W.B. Connection fee	50. 00
9/4/85	- Diggers with handles	20. 00
29/4/85	- 210 cement Blocks	157. 50
10/5/85	- Additional pipes and Transporting	230. 00
18/5/85	- Saw Blades	4. 00
31/5/85	- Aluminium paint Gallon	30. 00
5/6/85	- Aluminium paint "	30. 00
6/6/85	- Padlocks (eleven)	45. 00

Total Expended £2,573.00

February Balance from purchase of Tanks	- £395. 00
Amount approved in March for purchases	£2000. 00
Additional Amount received in May	280. 00

Total:- £2675. 00

Subtract:- 25 73. 00

Balance:- £102. 00

P.T.A. MEETING 25-5/85

Refreshment	Allowance	£70.00
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Break Down

22/5/85	B.B.C. Announcement	£10. 00k
	N.T.A. "	33. 00
	Sweets, Biscuits and Soft Drinks	27. 00
	Total:-	£70. 00

Deposits since last general meeting.

Total donations	₦759.70k
_ P.T.A. Levy	₦590.00
_ registration fee	₦4. 00
Balance from students prizes	₦29.10
_ from treasurer's imprest	₦26.00
Refund from mosque fund for burglary proofing of the mosque	₦180.00
Total	₦1,588.80Kobo

Expenditures since last meeting:

Burglary proof of hotel and library	₦2,650.00K
Paint and brushes for painting of burglary proof	₦231.00
Interhouse expense	₦261.60
Principals imprest (200 + 200 + 200)	₦600.00
5 Water tanks, purchase + connection to mains	₦5,705.00
Total	₦9447.60Kobo

P.T.A. ACCOUNT:

Bank account at the time of last meeting	₦10.496.52K
+ Total deposits	₦1.588.80K
	₦12.085.32K
- Total expenses	₦9.447.60K
	₦2.637.72k
- Bank commission on turnover (3.66+10-82)	₦ 14.48
Present Balance	₦2.623.24kobo

Kain Obianu.
Treasurer. 7/5/85.

PROJECT CARRIED OUT BY P.T.A.

21/6-84	Repair and fuelling of 3 vehicles	₦600.00
-	students prizes	₦300.00
-	Library shelves (materials)	₦200.00
-	stationaries	₦100.00
4/9-84	Battery purchase	₦320.00
12/9-84	Fuel, brakefluid	₦72.00
18/9-84	Engine oil	₦300.00
26/9-84	Repair of school lorry	₦60. 00
-	Engine oil, fuel, battery heads	₦115.00
9/11/84	Repair of beds	₦263.50
	Setvicing of vehicles	₦53. 00
24/11/84	Purchase of 2 imprest accounts books	₦ 5. 00
28/11-84	Publication and enterment for general- Meeting.	₦350.00
12/12/84 +	18/2-85 Burglary proof of hostels +Lib.	₦2650.00
18/1-85	Principals imprest	₦200.00
24/5x100 gl	water tanks (estimated)	₦3425.00
18/2-85	Principals imprest	₦200.00
-	Purchase of paints, brushes of burglary	
-	Suter house expenses	Proof ₦150.00
		₦261.60
26/3-85	Purchase of pipes + additional paints	₦2081.00
7/5/-85	Purchase of additional pipes	₦280.00
-	Principals imprest	₦200.00

Total Pr.7/5 ₦12,186.10Kobo

Kain Obionu

7/5/85

Treasurer.

PARENTS TEACHERS' ASSOCIATION
GOVERNMENT TEACHERS' COLLEGE

TORO

PROGRESS/FINANCIAL REPORT

The Chairman,
Toro L.G.A.

The Chairman P.T.A.

The Principal T.C. Toro,

Parents and teachers,

I have the honour to present before you the financial report of this association from April, 1985 - April, 1987. Basically the association earns its income through two main sources:-

- (a) Students levy of ₦5.00 per student/year
- (b) Parents' Personal Contribution.

During this period (1985 - 1987) the association collected the sum of ₦13,254.60 from both sources. The association executed projects worth ₦13,095.60 the break down of the total expenditure is as follows:-

1.	Purchase of stationaries for the use of the association	=	₦ 619.00
2.	Medicine for students	=	₦1,143.00
3.	Text books for both staff and students use	=	₦ 495.00
4.	Sports: Purchase of various sporting equipments for the school.	=	₦1,323.00
5.	College generating plant:- Repairs, servicings and fueling	=	₦1,929.00
6.	College farm Purchase of seeds, tools and cultivation	=	₦ 550.00
7.	Speech and Prize giving days/Interhouse competitions.	=	₦1,221.50
8.	Purchase of water pipes and Electric cables	=	₦ 450.00
9.	Fueling of college bus and repairs of the college Tanker	=	₦ 120.00
10.	Repairs of blown off classrooms	=	₦ 390.00
11.	Repairs of the college lorry	=	₦2,050.00
12.	Purchase of badges and caps for the school prefects	=	₦ 762.00

- 2 -

13. Repairs of the blind students
Equipments:-

(i)	Brailled machines	=	N 298.00
(ii)	Radio cassette recorders	=	
(iii)	Type writers	=	

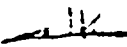
14.	General meetings for the P.T.A.	=	N 997.00
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15.	Miscellaneous	=	N 747.60
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	Total Expenditure	=	<u>N13,095.60</u>
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Balance in the P.T.A. Account: = N159.00

Thank you.


K. OMLR ISAWA
FINANCIAL SECRETARY.

Appendix J Record of Consultation For Obtaining Data

APPENDIX J

Record of Consultation for Obtaining Data

Date	Consultation with	Venue	Duration	Purpose
9/3/87	D. Pritchard	Minority Group Support Service MGSS Coventry	About 1hr	Discussed parental involvement in multicultural society. Suggestion of sample schools in Coventry.
16/3 87	Arther Wough	Coventry Community Relations Council	1 hr 30 mins	Discussed about supplementary schools. Given Introductory notes to two supplementary schools. Introduced me to some mothers at the council
19/3/87	Dr. S. Durojaiye	In her office at Cardiff University	2 hrs	Discussed parental involvement from her experience in Lagos in Nigeria
24/3/87	Mr. H. Moore	Ulverley Junior & Infant School	2 hrs	Discussed parental involvement in the school, and went round to see parent involvement in practice - in classroom and library
28/3/87	Latin American Saturday School	Community Relations Council - Corporation Street	11/2hrs	Discussed with the organisers of the school - the purpose and composition
29/3/87	Ahmed Khalifa	Sidney Stringer	1hr	Discussed the purpose of Gujarati

		School & Community College		Islamic school as supplementary school
4/4/87	Latin American Saturday School Spanish (2nd visit)	Community Relation Council	1 hr	Observed lesson in progress
12/4/87	Mr. Lad Headteacher Gujurati School	Sidney Stringer School & Community College	1 hr	Discussed the set up of the Gujurati supplementary school 10-12 classes and over 200 children. Nursery to '0' & 'A' level
30/4/87	PTA Committee Ulverley Junior & Infant School	Ulverley Junior & Infant School	4 hrs	Discussion on the school's needs and social event for the year 1987-88
23/5/87	Gladys -Spanish School (3rd visit)	Community Relation Council	1 hr	To observe children at lesson and other activities
24/5/87	Mr. Lad Gujurati School (2nd visit)	Sidney Stringer School & Community College	11/2 hrs	More discussion on the role of their school in relation to the mainstream schools completion of questionnaire
30/5/87	Gladys -Spanish School (4th visit)	Community Relation Council	2 hrs	To attend the 1st anniversary celeb- ration of the school. Children had displays of songs & dances
16/6/87	Mr. Gill	MGSS	30 mins.	Discussed the parental involve- ment of ethnic minority parents in mainstream and supplementary schools

2/11/87	Mr. P. Lawley Deputy Head Sidney Stringer School & Community College	Mr. Lawley's office	1 hr	Introductory meeting. He was briefed on the purpose of visit & the study. Asked for co-operation. Introduced me to chair of the governors
6/11/87	Mr. H. Moore Headteacher Ulverley School	Head-teacher's office	2 hrs.	More discussion on parental involvement in the school. I was introduced to one teacher who was interested in parental involvement
6 11 87	Mr. G. Poutney Headteacher Gosford Park School	Head-teacher's office	1 hr	Brief discussion on involvement of parents in his school and the different phases of involvement. Why some parents are involved.
10/11/87	Mrs. Vaughan Teacher	Mrs. Vaughan's class	1 1/2 hrs.	Discussion on her views on parental involvement. How she was coping with this in her class; particularly in reading
12/11/87	Mr. P. Lawley	Mr. Lawley's Office	30 mins.	Requested for his assistance in filling the questionnaire. Another teacher was consulted and assistance given for questionnaire to teachers

16/11/87	Ulverley School Committee on School Prospectus, governors, parents & teachers	Head-teacher's office	1 hr	Discussion on the school's new prospectus for 1988-89
17/11/87	Mr. G. Poutney	Head-teacher's office	1 hr	Discussion mainly on the questionnaire; for H/Teachers, parents parent governors & teachers. The details were explained
19 11 87	Mrs. M. Young & Mr. Igbal Parent Governor	School Staff Bar	1 hr	Further discussion on the role of governors with Mr. Igbal's contribution. Questionnaire collected back from Mrs. Young
24/11/87	Mr. Cleasby Deputy Head in charge of years 1-3	Deputy Head's office	3/4 hr	Introduced the topic and discussed the schools' programme on parental involvement. He collected questionnaire for teachers, parents, parent governors
14/12/87	Mrs. P. Vaughan teacher	Mrs. Vaughan's class	1 1/2 hrs	More discussion on what she was doing in parental involvement in the school and in her class
12/1/88	Mrs. Shirely Andrew (Teacher)	Mrs. Andrew's office	1 hr	Following earlier informal discussion the researcher was introduced to the Deputy Head, Mr. Williams and had an appointment.

13/1/88	PTA meeting of Coundon Court School	School Hall	2 1/2 hrs	Discussion on the Government's plan for education. The 1988 Education Reform Bill, Opting Out and the role of governors.
25/1/88	Ulverley School Committee on school prospectus	Head- teacher's office	1 1/2 hrs	Further discussion on the school's new prospectus. The views of parents and teachers are discussed.
27/1/88	Mr. D. Pritchard	Mr. Pritchard's office	1/2 hr	To find out the development and progress of the Coventry Commu- nity Education Project.
28/1/88	Sheila Karen	Office	3/4 hr	Discussion on the Coventry Community Education Project and parental invol- vement in schools
8/2/88	Mr. Williams Deputy Head	Deputy Head's office	1 hr	To collect completed questionnaires and some further discussion on parent's in role the school
22/2/88	Mrs. Margaret Rose (Teacher)	Staff Waiting Room	1/2 hr	Follow-up discuss- ion after complet- ing the questionn- aire. Gave her experience on similar work on parental involve- ment, but on pupils' views
11/3/88	Mr. G. Poutney	Head's office	3/4 hr	To collect completed questionnaire

23/3/88	Annual Parent's meetings	School Hall	3 hrs	1. Annual Parent's meeting to discuss governors' report 2. Discussion on the Education Reform Bill
9/5/88	Mr. Chris Rhodes	Staff Common Room Education Dept., University of Warwick	3/4 hr	Discussion on parental involvement from the Headteacher's point of view
11/5/88	Governors of Secondary School	School Library	3 hr	Discussion on the articles and instrument of Government for Governors for 1988 Education Act
24/5/88	Governors of Primary School	Staff Room	2 1/2 hrs	Similar discussion as in the secondary school on articles & instrument of government for the school

Appendix K Record of Seminars, Conferences and Talks Attended

APPENDIX K

Record of Seminars, Conference and Talks Attended

Date	Seminar/Conference	Venue	Duration	Purpose
8-9 May 1987	British Association of Early Childhood Education (BAECE) Conference on "Parents as Partners"	Wessex Hotel, Bournemouth	2 days	The main topic for the Conference was on "parents as partners" Their roles in education and how they relate to schools and how schools relate to parents
21/11/87	Half-day Conference on National Initiative in the Primary Curriculum	Vaughan Jeffreys Theatre, Faculty of Education Birmingham University	31/2hrs	Lectures were delivered on 1. The National Curriculum 2. Teachers, Parents, Governors, & the 1986 Education Act
3/2/88	Special talk on the role of governors - Organised by Coventry Parent Governors Ass. (Sec.Schl. Section)	Elm Bank Teacher's Centre Coventry	21/2hrs	Special address on the Education Reform Bill and parent governors by Prof. J. Tomlinson
13-14 May 1988	BAECE Conference on Multicultural Education	Victoria Hotel Bradford	2 days	The main theme was on multicultural education
4/3/89	Half-day Conference	Vaughan Jeffreys Lecture Theatre Faculty of Education Birmingham University	31/4hrs	Discussion was on parent governors but generally parent managing schools

11/5/89	An Evening Talk- Presentation of paper "The Charnwood Papers"	Shelthorpe Community Centre, Loughbor- ough	1hr 40 mins	Presentation and discussion on Home-School Relations: Are postive Attitudes enough?
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